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«Брестский государственный технический университет»

Экономический факультет

Кафедра лингвистических дисциплин и межкультурных коммуникаций

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ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

по учебной дисциплине

ИНОСТРАННЫЙ ЯЗЫК (английский)

для специальности
6-05-0714-04 Технологические машины и оборудование

Составитель: преподаватель Куличик Н.С.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА
к электронному учебно-методическому комплексу
по учебной дисциплине «Иностранный язык»
для специальности
6-05 -0714 -04 Технологические машины и оборудование

Актуальность изучения дисциплины

Иностранный язык в современном поликультурном и многоязычном мире является особенно значимым и востребованным в практической и интеллектуальной деятельности специалиста. Более того, иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры. Следовательно, изучение иностранного языка является необходимой и неотъемлемой составной частью общеобразовательной профессиональной подготовки специалиста.

Цель и задачи дисциплины

Главная цель обучения иностранному языку заключается в формировании иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык как средство межличностного и профессионального общения. Достижение главной цели предполагает комплексную реализацию познавательной, развивающей, воспитательной и практической целей.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная компетенция в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Основными *задачами* изучения дисциплины являются:

– унификация полученных ранее умений и навыков чтения текстов на расширенном языковом материале;

– формирование умений и навыков чтения и понимания текстов по специальности в ситуациях поиска смысловой информации;

– владение профессиональной лексикой;

– знакомство с историей и культурой страны изучаемого языка.

В результате изучения дисциплины «Иностранный язык» студент должен:

знать:

– особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;

– социокультурные нормы бытового и делового общения в современном поликультурном мире;

– историю и культуру страны изучаемого языка;

– основные формы культурной коммуникации;

уметь:

– вести общение профессионального и социокультурного характера на иностранном языке, сочетая диалогические и монологические формы речи;

– читать литературу на иностранном языке по профилю обучения (изучающее, ознакомительное, просмотровое и поисковое чтение);

– использовать иностранный язык в качестве инструмента профессиональной деятельности: перевод, реферирование и аннотирование профессионально ориентированных и научных текстов, выступление с публичной речью;

– использовать стилистические нормы иностранного языка в соответствии с ситуацией профессиональных и деловых взаимоотношений;

владеть:

– навыками чтения и перевода со словарем иностранной литературы по правилам речевого этикета;

– рациональным и эффективным языковым поведением в ситуациях межкультурной коммуникации.

Краткое описание электронного учебно-методического комплекса (для кого предназначен, на основании каких документов разработан)

Электронный учебно-методический комплекс предназначен для студентов специальности 6 05 0714 04 Технологические машины и оборудование.

ЭУМК разработан в соответствии со следующими документами:

1. Требованиями кодекса Республики Беларусь «Об образовании» от 13.01.2011г. № 243-З (с дополнениями и изменениями).

2. Положением об учебно-методическом комплексе на уровне высшего образования, утвержденным постановлением Министерства образования Республики Беларусь №167 от 26.07.2011 г. «Об утверждении положений об учебно-методических комплексах по уровням основного образования».

3. Учебными программами по дисциплине «Иностранный язык (английский)», утвержденной 23.06.2023, регистрационный номер № УД-23-1-016/уч.;

Цели ЭУМК

Основной целью ЭУМК является повышение исходного уровня владения иностранным языком и формирование у обучающихся иноязычных компетенций, позволяющих им решать социально-коммуникативные задачи в сфере логистики, формирование навыков говорения, чтения и письма, развитие грамматических навыков.

Содержание и объем ЭУМК полностью соответствуют образовательным стандартам высшего образования специальности 6 05 0714 04 Технологические машины и оборудование, а также учебно-программной документации образовательных программ высшего образования. Материал представлен на требуемом методическом уровне и адаптирован к современным образовательным технологиям.

УМК разработан в электронном виде.

Структура учебно-методического комплекса по дисциплине «Иностранный язык»:

Теоретический раздел ЭУМК представлен методическими рекомендациями по изучению дисциплины и отдельных ее тем, а также по организации управляемой самостоятельной работы студентов.

Практический раздел ЭУМК содержит методические материалы к практическим занятиям, аутентичные тесты и материалы по изучаемым темам.

Раздел контроля знаний ЭУМК содержит перечень материалов для самостоятельного изучения студентами, вопросы к зачету, образцы тестов.

Вспомогательный раздел ЭУМК включает учебную программу по дисциплине «Иностранный язык».

Краткий паспорт дисциплины

	Технологические машины и оборудование		
	семестр	семестр	семестр
	1	2	3
Практические (семинарские) занятия (часов)	68	34	34
Зачет (+/-)	+	+	–
Экзамен (+/-)	–	–	+

ПЕРЕЧЕНЬ МАТЕРИАЛОВ В УЧЕБНО-МЕТОДИЧЕСКОМ КОМПЛЕКСЕ

Электронный учебно-методический комплекс содержит:

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ
1.1. Методические рекомендации по изучению дисциплины
1.2. Методические рекомендации по организации самостоятельной работы студентов

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ
2.1. Материалы для практических занятий по дисциплине
2.1.1. АНГЛИЙСКИЙ ЯЗЫК

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ
3.1. Виды контроля
3.1.1. Текущий контроль
3.1.2. Рубежный контроль
3.1.3. Промежуточный контроль (устная и письменная форма)
3.1.4. Текущая аттестация
3.1.5. Итоговый контроль
3.2. Тесты и контрольные работы
3.2.1. АНГЛИЙСКИЙ ЯЗЫК
3.3. Критерии оценивания работы студентов

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ
4.1. Словари
4.1.1. АНГЛИЙСКИЙ ЯЗЫК
4.2. Учебная программа дисциплины
4.2.1. АНГЛИЙСКИЙ ЯЗЫК

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

1.1. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

Целью практического курса «Иностранный язык» является формирование и развитие профессиональной коммуникативной компетенции, позволяющей осуществлять коммуникативную деятельность на иностранном языке в профессиональной сфере общения и развитие лингвистической компетенции, включающей в себя знание и владение стандартными лексическими средствами и грамматическими структурами, присущими языку сферы профессионального общения в области машиностроения.

Учебный план дисциплины «Иностранный язык» предусматривает практические занятия в аудитории (под руководством преподавателя) и вне учебной аудитории (самостоятельную работу студентов с последующим контролем преподавателя) на протяжении 3 семестров на 1-2 курсах.

В своей концепции учебный курс опирается на разработанные Советом Европы «Общеевропейские компетенции владения иностранным языком».

Данный курс предусматривает наличие навыков элементарного владения иностранным языком на Предпороговом уровне А2. Наряду со стартовым тестированием, могут быть использованы методы самооценки для определения начального уровня языковой компетенции. С этой целью рекомендуется ответить на следующие вопросы:

Анкета для определения соответствия уровню А2

Я понимаю на слух отдельные фразы и наиболее употребительные слов в высказываниях?

Я понимаю на слух основную информацию о себе и своей семье, о покупках, о месте проживания, о работе?

Я понимаю на слух общее содержание простых, четко произнесенных и небольших по объему сообщений и объявлений?

Я могу прочитать и понять короткие простые тексты?

Я могу найти конкретную информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях?

Я могу прочитать простые письма личного характера?

Я умею общаться в простых типичных ситуациях, требующих непосредственного обмена информацией?

Я умею поддержать предельно краткий разговор на бытовые темы?

Я могу, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе?

Я умею писать простые короткие записки и сообщения?

Я умею писать несложные письма личного характера (например, выразить кому-либо свою благодарность за что-либо)?

Исходя из целей и задач обучения, формулируются конечные требования к уровню знаний и умений по отдельным видам речевой деятельности и языковым аспектам на 1, 2 курсах (1, 2, 3 семестры).

Основной целью курса является достижение Порогового уровня самостоятельного владения иностранным языком B1 и закрепление на данном уровне. Курс направлен на практическое овладение навыками аудирования, понимание письменного текста, диалогической и монологической речи, а также продуктивное овладение грамматическим материалом в рамках изучаемых лексических тем.

Требования к итоговым умениям и навыкам на уровне B1:

Понимание	Аудирование	Понимание основных положений четко произнесенных высказываний в пределах литературной нормы на базе изученных тем. Понимание общего содержания адаптированных радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами.
	Чтение	Понимание текстов, построенных на частотном языковом материале повседневного и профессионального общения. Понимание описаний событий, чувств, намерений в письмах личного характера.
Говорение	Диалог	Умение общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Участие (без предварительной подготовки) в диалогах на базе изученных тем.
	Монолог	Умение строить простые связные высказывания о личных впечатлениях, событиях, мечтах, надеждах и желаниях. Умение кратко обосновать и объяснить свои взгляды и намерения, рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение.
Письмо	Письмо	Умение писать простые связные тексты на изученные темы, письма личного характера.

С целью формирования навыков аудирования на иностранном языке согласно вышепреведенной шкале уровней для самооценки, опубликованной в официальной брошюре Совета Европы, рекомендуется выполнить следующие упражнения:

Прослушайте текст, постарайтесь понять его содержание, разделите на смысловые части и дайте заголовок к каждой части.

Прослушайте текст, составьте план.

Прослушайте начало текста, дайте свой вариант того, как могут развиваться события в тексте дальше и т. д.

Прослушайте предложение и определите значение нового слова по контексту (словообразовательным элементам, на основе знания одного из значений, по этимологии, звукоподражательным элементам).

Установите на слух тождество в парах слов.

Прослушайте предложения и постарайтесь понять их смысл, не обращая внимания на определения, выраженные незнакомыми словами.

Прослушайте омонимы в предложениях и определите их значения.

Прослушайте синонимы в предложениях и определите их значения.

Прослушайте исходные предложения и различные варианты их лексико-грамматического перефразирования, определите выраженную в них мысль.

Прослушайте ряд предложений и обратите внимание на то, что они отличаются друг от друга только одним новым словом в одной и той же позиции. Установите смысл этих предложений.

В списке слов отметьте те, которые вы услышали в предложениях. Назовите их вслух.

В списке русских слов отметьте очередность воспринятых на слух иноязычных эквивалентов.

Прослушайте омонимы и найдите в списке соответствующие им слова на родном языке.

Прослушайте предложения на иностранном языке, укажите лексические ошибки, допущенные в процессе их перевода на русский язык. (Текст русских предложений прилагается).

Прослушайте предложения, произнесенные в быстром темпе, и запишите их. Затем проверьте правильность своих записей при более медленном чтении предложений диктором.

Прослушайте предложения, произнесенные диктором в быстром темпе, и переведите их на родной язык. При повторном (таком же быстром или более медленном) прослушивании исправьте ошибки в переводе.

Отметьте в списке синонимы или антонимы слов, которые вы услышали в произнесенных диктором предложениях.

С целью формирования навыков диалогической речи на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте набор ключевых слов и словосочетаний, уместных в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка.

Составьте на основе этого материала свои реплики разных типов (побуждения, реагирования) и организуйте их в микродиалоги, реализующие различные языковые намерения.

Составьте диалог по одной теме, но для разных ситуаций общения.

Составьте тематический диалог из микродиалогов с добавлением необходимых объединяющих реплик.

Подберите картинки/фотографии к интересующей вас ситуации общения и составьте к ним микродиалоги.

Составьте диалог по прочитанному тексту.

Подумайте, с какими сложностями вы можете столкнуться в различных ситуациях, которые могут быть при поездке в страну изучаемого языка, и составьте микродиалоги, позволяющие их решить.

С целью формирования навыков монологического высказывания на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте или воспользуйтесь готовыми списками выражений отношения (нравиться, разочарование, предпочтение, волнения и т.п.), интереса.

Определите ряд событий в тексте или фильме, которые оказались для вас эмоционально значимыми. Выразите свое отношение к ним, используя соответствующие фразы-клише.

Практикуйте использование этих фраз, до тех пор, пока подбор соответствующего слова для выражения ваших эмоций не перестанет вызывать затруднения.

Подготовьте список союзов и выражений, объясняющих вашу точку зрения.

Подготовьте простые предложения, выражающие ваш интерес к некоторому явлению и простые предложения, объясняющие этот интерес. Объедините их в одно сложное предложение.

С целью формирования навыков чтения на иностранном языке рекомендуется выполнить следующие упражнения:

Прочтите текст, разделите его на смысловые части, подберите названия к каждой из них.

Повторно прочтите текст и перечислите вопросы, освещаемые в нем.

Соедините простые предложения с помощью подчинительных союзов.

Определите и изучите новые грамматические явления в тексте.

Прочтите предложения и найдите в них многозначные слова. Укажите новые для вас значения этих слов.

Переведите авторскую прямую речь в косвенную.

Составьте предложения из самостоятельно выбранных ключевых фраз.

С целью формирования навыков письма на иностранном языке рекомендуется выполнить следующие упражнения:

Подготовьте набор ключевых слов и словосочетаний, уместных в большинстве типичных писем личного характера.

Подготовьте список союзов и выражений, объясняющих вашу точку зрения.

Подготовьте простые предложения, выражающие ваш интерес к некоторому явлению и простые предложения, объясняющие этот интерес. Объедините их в одно сложное предложение.

Составьте план простого письма-благодарности, запроса.

Подберите фразы для формального и неформального начала и завершения письма.

1.2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует развитию ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня, поскольку студент должен уметь планировать и выполнять свою работу.

Самостоятельная работа студентов является одной из основных форм аудиторной и внеаудиторной работы при реализации учебных планов и программ. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного участия педагога, но по его заданиям и под его контролем.

При определении содержания самостоятельной работы студентов учитывается уровень самостоятельности абитуриентов и требования к уровню самостоятельности выпускников для того, чтобы за период обучения искомый уровень был достигнут.

Для организации самостоятельной работы необходимы следующие условия:

– готовность студентов к самостоятельному труду;

–наличие и доступность необходимого учебно-методического и справочного материала;

– консультационная помощь.

Формы самостоятельной работы студентов определяются при разработке рабочих программ учебных дисциплин содержанием учебной дисциплины, учитывая степень подготовленности студентов.

Видами заданий для внеаудиторной самостоятельной работы являются:

Для овладения знаниями:

– чтение текста (учебника, дополнительной литературы), составление плана текста, графическое изображение структуры текста, конспектирование текста, выписки из текста, работа со словарями и справочниками, ознакомление с нормативными документами, учебно-исследовательская работа, использование аудио- и видеозаписей, компьютерной техники и Интернета и др.

Для закрепления и систематизации знаний:

– работа с конспектом лекции, обработка текста, повторная работа над учебным материалом (учебника, дополнительной литературы, аудио и видеозаписей, составление плана, составление таблиц для систематизации учебною материала, ответ на контрольные вопросы, заполнение рабочей тетради, аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект-анализ и др), подготовка

мультимедиа сообщений/докладов к выступлению на семинаре (конференции), подготовка реферата, составление библиографии, тематических кроссвордов, тестирование и др.

Для формирования навыков и развития умений:

– решение задач и упражнений по образцу, решение вариативных задач, решение ситуационных (профессиональных) задач, подготовка к деловым играм, проектирование и моделирование разных видов и компонентов профессиональной деятельности, рефлексивный анализ профессиональных умений с использованием аудио- и видеотехники и др.

Таким образом, самостоятельная работа всегда завершается какими-либо результатами. Это выполненные задания, упражнения, решенные задачи, написанные сочинения, заполненные таблицы, построенные графики, подготовленные ответы на вопросы.

Цели и задачи.

Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Данный учебно-методический материал ориентирован на достижение главной цели: повышение результативности самостоятельной работы студентов, развитие способности к самостоятельному получению знаний, освоению коммуникативных компетенций по учебной дисциплине «Иностранный язык».

В ходе выполнения самостоятельной работы студент научится активно, целенаправленно приобретать новые знания и развивать коммуникативные умения без прямого участия в этом процессе преподавателей; самостоятельно анализировать современные учебно-методические материалы; закреплять пройденный материал посредством анализа, сравнения, обсуждения и описания реалий согласно тематике.

Указанная цель требует реализации ряда задач, таких как:

приобретение конкретных знаний, формирование навыков и развитие речевых умений по иностранному языку, в соответствии с темами, заявленными в учебной программе дисциплины;

систематизация и закрепление полученных теоретических знаний и практических умений обучающихся;

развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;

формирование самостоятельности мышления, способностей к саморазвитию, самосовершенствование и самореализация;

развитие исследовательских умений;

реализация универсальных учебных действий с использованием информационно-коммуникационных технологий.

Информация, полученная в результате самостоятельного изучения обозначенного материала, будет необходима для написания реферата, сочинения, подготовки презентации, более продуктивной работы на практических занятиях, а также успешного прохождения всех этапов контроля знаний. Помимо анализа библиографического списка литературы, поощряется самостоятельное нахождение и изучение дополнительной литературы и электронных источников.

При этом целями и задачами самостоятельной аудиторной работы по дисциплине «Иностранный язык» являются:

методическая помощь студентам при изучении дисциплины «Иностранный язык» по темам, выносимым на самостоятельное изучение;

активизация употребления профессиональной лексики в речи студентов, связанной с конкретными специальностями;

обучение логичному и последовательному изложению своих мыслей в соответствии с предложенной ситуацией, максимально приближенной к реальной жизни, и в пределах освоенного лексико-грамматического материала;

применение сформированных навыков при работе с аутентичными материалами;

развитие творческих способностей студентов, активизация мыслительной деятельности, повышение положительной мотивации к изучению иностранного языка;

отработка навыков работы со специальными тематическими словарями, с научными справочными пособиями, а также навыков реферирования;

оказание методической помощи при написании рефератов, сочинений.

Цели и задачи внеаудиторной самостоятельной работы студентов:

закрепление, углубление, расширение и систематизация знаний, полученных во время занятий;

самостоятельность овладения новым учебным материалом;

формирование навыков самостоятельного умственного труда;

овладение различными формами самоконтроля;

развитие самостоятельности мышления;

развитие коммуникативных умений в сфере профессионального общения;

воспитание способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, степени развития умений студентов.

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу студентов по дисциплине. Используется устная, письменная и смешанная формы контроля.

По дисциплине «Иностранный язык» практикуются следующие виды и формы самостоятельной работы студентов:

подготовка к практическим занятиям;

подготовка к контрольным работам, зачетам и экзаменам;

отработка изучаемого материала по печатным и электронным источникам;

выполнение контрольных, самостоятельных работ;

тестирование в учебных компьютерных классах по материалам, разработанным преподавателем;

индивидуальные исследовательские задания (подготовка кратких сообщений, докладов, рефератов и др.);

подготовка к участию в научно-практических конференциях;

подготовка и оформление мультимедийных презентаций в соответствии с учебными разделами и темами, а также слайдового оформления и видеосопровождения докладов;

написание сочинений;

самостоятельное составление заданий (кроссвордов, викторин, контрольных упражнений) по изучаемой теме;

работа над выполнением наглядных пособий (схем, таблиц, коллажей);

проектная работа (подготовка деловой игры; портфолио).

Рекомендации по выполнению самостоятельной работы:

Изучение теоретического материала.

Изучение тематических текстов на иностранном языке, лексических и грамматических комментариев к ним, а также указанной в библиографии литературы и интернет-ресурсов с целью расширения знаний по той или иной теме необходимо осуществлять с учетом следующих пунктов:

прежде чем приступить к работе, требуется четко определить цели задания, что поможет осуществить самоконтроль в конце работы;

ход работы проводить «пошагово» и не приступать к следующему пункту, не пройдя предыдущий;

при работе с литературными источниками выделять главное, обращая особое внимание на классический иностранный язык;

в конце работы проверить достигнута ли цель и сколько времени потребовалось для её достижения.

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

1. Конспективное – для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логикофактологическую цепочку.

2. Реферативное – для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

3. Обзорное – для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее

обнаружению на основе структурно-смысловой организации текста. Понимание главной мысли, выраженной имплицитно, в данном случае практически невозможно. Интерпретация прочитанного ограничивается вынесением самой общей оценки содержанию и определением соответствия текста интересам студентов.

4. Ориентировочное – для установления наличия в тексте информации, представляющей для читающего интерес или относящееся к определенной проблеме. Основная задача читающего – установить, относится ли данный материал к интересующей его теме.

Грамматический анализ непонятных предложений текста на иностранном языке. Бегло просмотрите текст и постарайтесь понять, о чем идет речь.

При вторичном прочтении определите тип непонятного предложения и функции всех его составляющих по внешним признакам.

При наличии сложносочиненного или сложноподчиненного предложения разделяйте его по формальным признакам на самостоятельные и придаточные, выделяйте инфинитивные, причастные и деепричастные обороты.

Если в предложении есть служебные слова, используйте их для членения предложения на смысловые группы.

В каждом отдельном предложении сначала находите сказуемое или группу сказуемого, затем подлежащее или группу подлежащего. Если значение этих слов неизвестно, обращайтесь к словарю.

Глагол-сказуемое обычно стоит на втором месте. Сказуемое можно найти по:

– по личным местоимениям;

– по вспомогательным и модальным глаголам в личной форме;

– по неправильным глаголам;

– по суффиксам.

Помните, что существительные употребляются в функции подлежащих только без предлогов.

Найдя подлежащее и сказуемое, проверьте, согласуются ли они в лице и числе.

Поняв значение главных членов, выявляйте последовательно второстепенные члены предложения, сначала в группе сказуемого, а затем в группе подлежащего.

Если предложение длинное, определите слова и группы слов, которые можно временно опустить для выяснения основного содержания предложения. Не ищите сразу в словаре все незнакомые слова, а заменяйте их вначале неопределенными местоимениями и наречиями (кто-то, какой-то, как-то, где-то и др.).

Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. Попытайтесь установить значение этих слов. При этом обратите внимание на то, какой частью речи являются такие слова, а затем подбирайте соответствующий русский эквивалент.

Слова, оставшиеся непонятными, ищите в словаре, соотнося их значение с контекстом.

Подготовка доклада.

Требование к студентам по подготовке и презентации доклада.

Доклад – это сообщение с целью обобщить знания по заданной теме, систематизировать материал, проиллюстрировать примерами, сформировать навыки самостоятельной работы с научной литературой и прессой, познавательный интерес к научному познанию.

Студент в ходе презентации доклада отрабатывает умение самостоятельно обобщить материал и сделать выводы в заключении, свободно ориентироваться в материале и отвечать на дополнительные вопросы слушателей. Работа студента над докладом-презентацией включает отработку у него навыков ораторского искусства и развитие умений организовывать и проводить диспут.

Тема доклада должна быть согласована с преподавателем и соответствовать теме занятия. Докладом также может стать презентация реферата студента, соответствующая теме занятия. Материалы при его подготовке должны соответствовать научно-методическим требованиям ВУЗа и быть указаны в докладе. Иллюстрации должны быть достаточными, но не чрезмерными.

Студент обязан подготовить сообщение и выступить с докладом в строго отведенное преподавателем время, и в указанный им срок. Необходимо соблюдать регламент, оговоренный при получении задания.

Инструкция докладчикам и содокладчикам.

Докладчики и содокладчики – основные действующие лица. Они во многом определяют содержание, стиль и динамичность данного занятия. Действующие лица должны:

уметь сообщать новую информацию;

использовать технические средства;

знать и хорошо ориентироваться в теме всей презентации (семинара);

уметь дискутировать и быстро отвечать на вопросы;

четко выполнять установленный регламент: докладчик – от 10 мин.; содокладчик – 5 мин.; дискуссия – 10 мин;

иметь представление о композиционной структуре доклада.

Необходимо помнить, что выступление состоит из трех частей: вступление, основная часть и заключение.

Рекомендуется составить тезисы для беседы или устного сообщения в заданной ситуации общения. Эффективно также составить список вопросов для обсуждения с воображаемым или реальным собеседником.

Написание реферата.

Тема реферата предлагается преподавателем в соответствии с изучаемым материалом.

Объем текстовой части реферата (не считая титульного листа, содержания, списка литературы) должен составлять 5–8 листов формата А4 (шрифт: Times New Roman, кегль 14, междустрочный интервал полуторный, поля стандартные: верхнее – 2 см, нижнее – 2 см, левое – 3 см, правое – 1,5 см).

Обязательные части реферата: титульный лист, текстовая часть и список литературы (не менее 4 наименований). Вступление, основная часть и заключение также являются необходимыми блоками реферата.

Написание сочинений.

Тема сочинения предлагается преподавателем в соответствии с изучаемым разделом; также допускается написание сочинения по теме, сформулированной самостоятельно, но в таком случае необходимо ее согласование с преподавателем. Объем сочинения должен составлять 240–280 слов. Сочинение сдается в указанный в графике срок.

Требования к оформлению.

Сочинение сдается на листе бумаги или в специально заведенной для этой цели тонкой тетради (не толще 48 листов), в рукописном или распечатанном виде. Сочинение оформляется произвольно; обязательно только указание темы сочинения.

Инструкция по подготовке сочинения.

Разделите текст на смысловые абзацы в соответствии с предложенным в задании планом.

В первом абзаце сформулируйте проблему, которую вы будете обсуждать, однако не повторяйте тему сочинения слово в слово. Представьте, что ваш читатель не знает, о чем пойдет речь, и попытайтесь объяснить ему проблему другими словами.

Выделите положительные и отрицательные стороны проблемы, подумайте о разумных аргументах, в поддержку обеих точек зрения. Помните, что вы должны выразить не только свою точку зрения, но и противоположную. Также не забудьте объяснить, почему вы не согласны с другой точкой зрения.

Старайтесь соблюдать баланс между абзацами. Используйте слова-связки, чтобы помочь читателю проследить за логикой ваших рассуждений.

В последнем абзаце сделайте обобщающий вывод по данной проблеме. Вы можете также окончательно сформулировать свое мнение или предложить пути решения данной проблемы.

Написание письма.

В процессе профессионального общения написание писем является одной из наиболее часто встречающихся задач. Темы для деловых писем предлагаются преподавателем, также допускается написание письма по теме, сформулированной самостоятельно, но в таком случае необходимо ее согласование с преподавателем.

Перед написанием письма проводится подготовительная работа. Студент анализирует тексты писем, определяет характер каждого письма (личное, семейное, деловое, проблемное; письмо с выражением благодарности; поздравление, приглашение и т.д).

На подготовительном этапе просматриваются приведенные речевые формулы, используемые в письме, и отмечаются различные способы выражения благодарности и признательности. Кроме того, составляются различные тематические письма для заданных ситуаций письменного общения.

Непосредственно при написании письма используйте следующий алгоритм действий:

Определите, кому могут быть адресованы названные формы письменного обращения.

Определите характер письма по его структуре (описание, сообщение, повествование, уведомление, выражение благодарности за что-либо, приглашение).

Составьте письмо по предложенному плану, ориентируясь на конкретный тип адресата, коммуникативную задачу и ситуацию написания письма.

Подготовка презентации.

Демонстрационная презентация (длительностью от 10 до 20 мин.) выполняется в программах MicrosoftPowerPoint, Prezi и других.

Возможно (но необязательно) использование дополнительных фото-, видео- или аудиоматериалов. Выполнение презентации осуществляется в устной форме (сдача текстовой части доклада не требуется).

Виды презентаций и их структура.

Можно выделить 3 вида презентаций:

1. информационная презентация;
2. презентация-идея;
3. презентация-ревью.

Для определения вида будущей презентации сформулируйте цель своего выступления, ответив себе на вопросы: зачем я выступаю, что я хочу получить в результате, что должны продумать или сделать слушатели после моей речи? Это главный вопрос. Правильный ответ на него – 50% успешной презентации.

Для информационной презентации достаточно того, что аудитория просто получит новые данные. Информационная презентация самая простая по своей сути, и требования к ней минимальны: она должна содержать в себе вступление, основную часть и завершение.

Во вступлении должно быть приветствие, тема и, возможно, цель выступления, имя выступающего, название организации, которую он представляет. Часто визуальные компоненты сопровождают или даже заменяют эту часть выступления.

В основной части информационной презентации главное – это соблюдение логики речи, а, следовательно, структурирование доклада, в частности разделение его на части.

Завершение также может быть предельно кратким: резюме вышесказанного и благодарность за внимание.

Цель презентации-идеи: изменить отношение слушателей и убедить их предпринять конкретные действия, связанные с темой. Алгоритм формирования убедительной презентации – «4П». Алгоритм включает в себя 4 блока:

1. Положение. В первой части докладчик рассказывает о ситуации, связанной с его предложением. Ситуация должна быть близка и понятна аудитории. Этот раздел должен быть относительно коротким – 5-10% всего выступления.

2. Проблема. Этот отрезок презентации должен показать проблематику. Очень важно, чтобы поднятые оратором проблемы действительно были важны для

слушателей. Задача презентации только актуализировать потребности слушателей и вывести на первый план среди множества других наших ежедневных потребностей.

3. Перспектива. В этом разделе докладчику нужно показать, как усугубится описанная проблема, если не принять меры прямо сейчас.

4. Предложение. Следует предложить свой продукт или идею. При этом важно наглядно показать, как именно предлагаемая идея поможет выйти из сложившейся ситуации, ответить на вопрос, чем этот способ решения лучше, чем другие, привести аргументы и доказательства – то есть сделать свою презентацию убедительной.

Заканчиваться презентация-идея должна призывом к конкретным действиям, которые можно легко реализовать. Выступление будет особенно убедительным, если сделать презентацию с использованием качественных слайдов. Для убеждения стоит использовать яркие иллюстрации и графики, подтверждающие слова выступающего, так как 80% информации мы получаем через зрительный канал.

Презентация-ревью – это отчет о проделанной работе. Фактически, целью таких презентаций является убеждение слушателей в том, что Вы грамотный специалист в своей области, максимально качественно выполнивший свой объем работы и достойны высокой оценки.

Составление портфолио.

Целесообразно создание и использование портфолио в качестве проекта для самостоятельной работы.

По способу обработки и презентации информации выделяют портфолио в бумажном варианте и электронный вариант портфолио.

Портфолио в бумажном варианте, т.е. портфолио документов – это портфель сертифицированных (документированных) индивидуальных образовательных достижений, личностного развития, карьерного продвижения как рецензии, отзывы, резюме, эссе, рекомендательные письма и прочее).

Электронный вариант портфолио, т.е. портфолио-коллектор, портфолио работ – это собрание различных творческих и проектных работ студента, а также описание основных форм и направлений его учебной и творческой активности: участие в научных конференциях, конкурсах, прохождение различного рода практик, спортивных и художественных достижений и др.

Структура портфолио.

Часть 1. «Введение».

1.1. Фото.

1.2. Резюме.

1.3. Цели и задачи портфолио.

1.4. О структуре портфолио.

1.5. Специфические характеристики портфолио.

Часть 2. «Мои достижения».

2.1. «Официальные документы»:

документы об окончании школы;

сертификаты официально признанных международных, региональных и городских олимпиад, конкурсов, фестивалей, иных мероприятий;

документы об участии в грантах, окончании музыкальной, художественной, спортивной или иной школы;

сертификаты о прохождении практик, стажировок, тестирования, участии в проектах и программах;

журнальные, газетные и фото документы и иные документы, свидетельствующие об успехах;

список достижений, который, по тем или иным причинам (забыл, потерял, украли) не может быть задокументирован.

2.2. «Жизненный опыт»:

автобиография;

эссе «Взгляд в прошлое»;

анализ важнейших событий и эпизодов жизни, их оценка, оценка, вес в сегодняшней жизни;

основные этапы становления личности, факторы, события, люди, повлиявшие на это;

газетные, фото, видео и иные кинодокументы, свидетельства очевидцев;

характеристики, отзывы, оценки известных (и не только) лиц о вас;

отзывы с тех мест работы, где вы работали и т.п.).

2.3. «Обучение в вузе, предпрофессиональная и профессиональная подготовка»:

ваши оценки на всех этапах обучения в вузе, комментарии к ним;

любимые предметы, преподаватели, мотивы обучения;

основные периоды и этапы учения;

изменения взглядов на свою будущую профессию, вуз;

список курсовых и дипломных работ;

отзывы преподавателей и научных руководителей, руководителей учебных, преддипломных и дипломных практик;

список мест прохождения практик и выполненных работ.

2.4. «Научная деятельность»:

список научных работ;

научная переписка;

аннотации к своим работам;

рецензии чужих научных трудов, монографий, учебников и учебных пособий;

отзывы на ваши работы;

эссе «О науке» и т.п.

2.5. «Курсы по выбору и творческие работы»:

список дополнительны курсов, оценки, сертификаты, комментарии, приобретенные компетенции;

список или структурированное представление в том или ином виде своих творческих работ, отзывы на них, в том числе в СМИ и т.п.

Часть 3. «Я в мире людей».

3.1. «Участие в общественной жизни»:

характер вашей общественной активности;

занимаемые посты;

проекты и программы, в которых участвовали, их результативность.

3.2. «Друзья», «Любимые люди»:

ваши близкие друзья в вузе и вне его, сфера их занятий, привлекательные черты характера, образ жизни, разделяемые ценности и т.п.;

родные и близкие люди, их личные качества, интересы, сфера занятий, привлекательные черты.

3.3. «Мои кумиры»:

Люди (актеры, ученые, писатели, спортсмены и т.п.), являющиеся для вас, в определенном смысле, эталонами жизни и поведения, их портреты.

3.4. «Хобби, интересы»:

сфера ваших свободных интересов, занятий, хобби, их примеры, иллюстрации;

значение в жизни вообще и в профессиональной жизни, в частности.

Часть 4. «Взгляд на себя и в будущее».

4.1. «Я»:

взгляд на свое «Я», сильные и слабые стороны, мотивацию, интеллект, черты характера, образ жизни.

4.2. «Мои ценности и идеалы»:

то, что вы цените, считаете важным, стремитесь, уважаете.

4.3. «Мир вокруг меня»:

ваша оценка событий происходящих в мире и вокруг вас, тенденций, открывающихся возможностей, возникающих трудностей и опасностей.

4.4. «Мои жизненные планы:

ваше представление о собственной миссии, жизненных и профессиональных целях, стратегии, планах, способах, средствах и времени их достижения и т.п.

4.5. «Мой девиз»:

ваш девиз, кредо на новом этапе жизни.

Часть 5. «Заключение для…».

5.1. Важнейшие аспекты личности;
5.2. Наиболее важные компетенции;
5.3. Важнейшие аспекты опыта;
5.4. Направления взаимодействия с работодателем и/или использования.

Материалы для оценивания портфолио делят на 2 части и заносят в таблицу:

Формальная часть	Неформальная часть
1. Средние оценки по общим дисциплинам. 2. Средние оценки по профессиональным дисциплинам. 3. Средние оценки по специальным дисциплинам. 4. Курсовые работы. 5. Дипломная работа. 6. Практики. 7. Иностранный язык. 8. Второй иностранный язык. 9. Третий иностранный язык. 10. Любые сертификаты об обучении, связанные с профессией. 11. Обучение за рубежом по направлению университета. 12. Отзывы преподавателей, руководителей учебных практик.	1. Олимпиады. 2. Профессиональные конкурсы. 3. Научные публикации. 4. Методические разработки и публикации (разработка учебного курса, деловой игры, тренинга, конференции, сайта по профессиональной теме). 5. Участие в научной конференции. 6. Участие в общественных проектах. 7. Участие в профессиональных проектах. 8. Участие в спортивных мероприятиях. 9. Иные сертификаты, документы. 10. Отзывы, характеристики от руководителей предприятий, организаций.

Самостоятельная подготовка заданий.

При необходимости самостоятельно составить задание по изучаемой теме следует в первую очередь определиться с типом задания. Это может быть кроссворд, викторина, текст с пробелами, сопоставление, ролевая игра и другие виды заданий, включая контрольные тесты и упражнения. По желанию студентов это может быть даже проект деловой игры.

Одним из интересных и творческих вариантов заданий является викторина. Викторина – это вид игры, смысл которой заключается в том, чтобы угадывать правильные ответы на устные или письменные вопросы из разных областей знаний. Есть большое количество разных видов викторин. Они могут отличаться друг от друга условиями и правилами, тематикой, типами и сложностью вопросов.

Правила выполнения викторины должны быть просты. Сложные правила приходится долго разъяснять, и в результате теряется интерес. Но и в том случае, когда человек включится в викторину, он будет путаться, сбиваться и тем самым нарушать темп проведения викторины или разрушать ее.

Викторина должна охватывать всех. Не должно быть таких ситуаций, когда одни участники вовлечены в процесс викторины, а другие оказываются вположении пассивных наблюдателей.

Еще одним элементом викторин являются награды победителям. Здесь есть несколько психологических моментов, которые следует учитывать:

приз должен соответствовать уровню и сложности викторины;

вариант вручения призов всем участникам игры возможен, но при этом основной приз должен оставаться основным, а остальные носить характер утешительных и отличаться от главного;

приз не обязательно должен быть материальным. Он может быть чисто символическим, в виде венка, торжественно возлагаемого на голову победителя, шуточной медали с соответствующей надписью и т.п.;

само представление приза как цели, к достижению которой будут стремиться соревнующиеся, может нести в себе элемент викторины, если его представить в скрытом виде, как «темный приз».

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

2.1. МАТЕРИАЛЫ ДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ ПО ДИСЦИПЛИНЕ

2.1.1. АНГЛИЙСКИЙ ЯЗЫК

1.1. A NEW PERIOD IN MY LIFE. ABOUT MYSELF

I. Read and translate the text.

Let me introduce myself to you. My name is Dima. My surname is Petrov. I'm from Pinsk. At the age of six, I went to school and always did well at school. My favourite subjects at school were Maths and English, besides I was good at sport. This year I've finished sec-ondary school and entered BrSTU. I worked hard to become a student of BrSTU that is why I passed entrance tests successfully.

Who can forget the first day at the university when one turns from an applicant who has passed entrance exams into a first-year student? I did it! I entered, I got in to the univer-sity! A solemn ceremony in front of the university building and serious people making speeches. Do you happen to know who they are? Who? The rector, vice-rectors, deans, sub-deans? Heads of departments and senior lecturers? Some of them must be professors, some – associate or assistant professors, but, of course, all of them have high academic degrees.

So now I'm a first-year student. Students are the future of every country. They are young citizens of our society, full of infinite energy and progressive ideas, fantastic plans and noble ambitions, hopes and dreams. Student life is the brightest period of our life. It is a mixture of studies and great fun. I know that my parents (ex-students) miss those old good days of their student life.

There are several reasons why student life is exciting. First of all, students learn what they need for their future profession. It's even better if the student really enjoys the direction he or she chose. Secondly, being a student doesn't mean to work and study all the time. They get plenty of free time for their hobbies and favourite pastimes. Thirdly, students' social life is very interesting.

Certainly, a student has certain duties to perform. It goes without saying that the pri-mary student duty is studying hard and acquiring proper knowledge for the future career. He must attend all the classes at college, do all the work at the right time, be punctual and disciplined. It can help the student achieve his goals and become diligent and perseverant. If he doesn't neglect his studies he will receive rich dividends in his future work. My classes begin at 8:10. We have lectures in different subjects.

As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. Usually I don't miss my classes because I want to pass my exams successfully. Occasionally I have to stay at the University till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report.

As I'm from Pinsk and I study in Brest so I need some housing. There are two opportunities for me: I can live in a dormitory or rent a flat. I decided to live in a dormitory and I think it is even more interesting to be a student if you live in a dormitory. After the sessions you can play the guitar and sing songs. The ones, who like dancing, go to local discos. Others get together simply to chat and discuss the topics they've learned.

As a rule I have no free time on week-days. So by the end of the week I get very tired. My regular day off is Sunday. It is a day of freedom from routine duties and studies. I can do whatever I wish and go wherever I want. But I must admit that every day off needs some special planning. Time passes quickly and if you have no plans be sure to get no results. Our University offers plenty of opportunities and ways to enjoy one's free time. In your free time you can practice signing, music and choreography. And the annual contest "BrSTU Stars" helps to reveal the talents of first- year students. Our Student Club consists of 13 creative collectives, which take an active part in city, regional and national events. The Students' Club is the centre where the students can spend their time to the best advantage and make new acquaintances.

The Club offers various activities to the students who want to show their creativity. You can join university amateur societies and groups or try out themselves as script writers, producers and actors at University shows and festivals. This social life broadens the mind, develops your talents and communication skills.

I also believe that a good student should also go in for sports to stay in good health and mood. They say: "A sound mind lives in a sound body." The University Sports Club offers a choice of 14 sport societies for the students to enjoy exercise in their free time. Every year the University Sports Club and the Department of Physical Training jointly con-duct more than 50 athletic events: university competitions and champion- ships among teachers and students in indoor soccer, table tennis, chess, aerobic, and track-and-field. The Citadel Alpinist Club is one of the most attractive centers of campus social life. It has united the students and staff, as well as University graduates, who are always eager to share their experience with newcomers. The Club chronicle keeps records of many climbing expedi-tions to the most picturesque places in the Carpathians, Caucasus, and Crimea as well as boating and skiing trips throughout Belarus. In 2010 the Alpinist Club participated in the third category difficulty climbing, and won the second prize in the Regional sport climbing championship.

Student life is never boring. It is always full of excitement and interesting experiences. Finally I'd like to say that it is absolutely great to be a student!

II. Find in the text (ex.I) English equivalents for the following Russian words and word combinations.

Первокурсник, любимое времяпрепровождение, свободное время, успешно сдать экзамены, очень уставать, как говорится, соревноваться, доцент, студент дневного отделения.

III. They say that it is a poor soldier who does not want to become a general. Name the steps of the social ladder which a student must pass to climb up to the position of the rector. Use the words from the list below, placing one word on one step.

Dean, assistant lecturer, head of department, vice-rector, associate professor, assistant professor, subdean, professor.

IV. Match the words with similar meanings.

hostel	term
semester	to finish
to introduce	to like
to leave	to present

to prefer	dormitory

V. Match the words with opposite meanings.

to pass	to fail
to like	to hate
easy	difficult
lazy	hard-working
strong	weak

VI. Match the English idioms in the left column with their Russian equivalents.

to go into details	начать с азов
to drum something into somebody's head	как дважды два – четыре
a brain twister	куриные мозги
two and two make four	вдаваться в подробности
a stumbling block	головоломка
the key word	легко даваться
the brain of a pigeon	ключевое слово
to come easy	камень преткновения
to start from scratch	вдолбить что-либо в голову

VII. Speak in class what you feel when:

you get a bad mark; you fall behind the group; you fail in an examination; you read up for an examination late at night; you miss classes; you come late to classes; you keep up with the rest of the group; you catch up with the rest; you spend sleepless nights over a load of books; you look up every word in your dictionary when reading an English book.

VIII. Read the text and share your experience of dealing with exam stress with your groupmates.

How to Deal with Exam Stress

Exam season can bring on levels of stress and burnout that can hinder your studies. Here are some handy tips on how to manage your anxiety Exam stress affects most students in varying ways. It is important to manage this stress and find little ways of helping to elim-inate the risk of burnout.

For some students, exams can be a breeze; revision is second nature to them and they could ace an exam with their eyes closed. But for others, sweaty palms and heart palpitations are just a part of the territory, and it seems that nothing is more impossible than sitting down and revising. Here are some handy tips that can help to dissipate stress and make sure you can get through exam season.

1. Take regular breaks and schedule in fun things to look forward to Even the most intense exam timetables will allow a little time for a study break.

This can include 20-minute breaks during your revision day, and longer activities that you can look forward to. Go out for dinner with friends, go to the cinema, attend a gig, anything that you like doing in your spare time that will take your mind off exams.

Spending a little time away from the books will leave you feeling more refreshed and relaxed the next time you revise.

2. Exercise and get outdoors

Easily one of the most frustrating things about exam season is that it seems to occur just as the weather brightens up. Use this to your advantage and go out for a walk, or a run, or head to the gym or swimming pool. As well as keeping you healthy, exercise is known to boost your mood and can help to make you more productive while revising.

3. Don't (always) listen to others

As the old saying goes: "comparison is the thief of joy". While it is helpful to discuss topics with fellow students and often to revise together, try not to compare other peoples' revision to your own. Chances are you're doing just fine, and listening to other people talk about what they've learnt will only stress you out and may make you feel like you aren't progressing as well as them. Plus, if they themselves are stressed this can rub off on to you and other people's stress is not what you need right now.

4. Speak to someone

If the stress gets to a point where it is overwhelming, and is affecting your day-to-day life, try and speak to someone about it. Your university or school should have a service where you can speak to people about your concerns, and will be able to offer more advice on how to manage it. If that seems like too big a step, open up to a family member or a friend about the pressure you feel. You'll be amazed to know that you aren't alone in feeling like this.

10 quick ways to help eliminate exam stress

Watch a film, a TV show or listen to a podcast or comedian that makes you laugh.

Drink some herbal tea or a hot chocolate. It's a well known fact that hot drinks are known to soothe the soul (avoid too much caffeine though!).

A shower or a bath can help to relieve stress.

Cook or bake something. Just the thought of having something delicious to eat can bring you joy. As a bonus side note, try and cook something healthy too. You can't feed your mind well, if you don't feed your body well.

Get some sleep. The virtues of a good night's sleep during exam season should not be underestimated.

Keep things in perspective. Yes, exams are important. But you are so much more than your exam results.

Avoid other stressed people. You know the ones I mean. The ones with cue cards outside of the exam hall, frantically trying to remember key dates and equations.

They will do nothing for your stress levels.

Avoid the exam "post-mortem". You don't need to know how other people fared in the exam. You've done your best, you can't go back and change your answers so the second you step out of the exam hall, focus on your next exam.

Be flexible. While having a revision time table is one of the best tools in your arsenal for exam success, don't be too hard on yourself if you don't stick to it. If you accidentally oversleep, don't write the day off.

Write down everything you feel like you need to do and try and tick one thing off.

Just the act of feeling like you are in control of your revision can help.

IX. Translate into English.

1. Она поступила в университет прошлым летом и закончит его только через четыре года.

2. Лучше не пропускать занятия, а то можно быстро отстать от группы.

3. Мой любимый предмет, конечно же, английский.

4. Староста нашей группы получает стипендию.

5. Больше всего я боюсь провалить экзамен по математике.

6. В штате преподавателей у нас три профессора, четыре доцента, пять старших преподавателей и семь ассистентов.

7. В эту сессию будет пять зачётов и четыре экзамена.

X. Read and translate the story. Answer and discuss in class the questions below. Continue the story.

It took a couple of weeks for classes to get settled, and then we got down to the nitty-gritty. As homework began pouring in, and tests loomed on the horizon, I realized that my study skills were very poor and that it was going to be a challenge in itself to teach myself to study. I experimented with several tactics, trying to find out what would work for me. I started out in the bedroom with the door closed, but it seemed the phone was always ringing. I managed to get my work done, but I was not pleased with this frustrating situation. Later I tried going outside and preparing somewhere in the yard. I ended up chatting with a neigh-bour, petting her dog. Clearly, something had to be changed. As my workload increased, so did my frustration.

Quite by accident, however, I found the solution to my problem...

Find the English equivalents to the Russian words and phases.

На это ушла пара недель, прийти в норму, засесть за что-либо, повседневная работа, наваливаться, маячить, слабые навыки, вызов, экспериментировать с чем-либо, обнаружить, начинать (разг.), удаваться, оканчиваться, удручающая ситуация, выходить из дома, болтать, работа накапливалась, разочарование, совершенно случайно, решение проблемы.

Answer the questions and express your opinion on the following.

1. What advice would you give to a friend of yours if he or she had to deal with the problem of distraction?

2. What tactics do you personally choose to get yourself organised and sit down to work?

3. Discuss in class the problem of getting oneself organised and concentrated when doing one's homework.

XI. BrSTU offers a choice of 14 sport societies for the students to enjoy exercise in their free time. Which of them are you going to visit and why? Write a short essay (10-12 sentences).

Sport Societies and Clubs:

- arm wrestling
- basketball
- table tennis
- indoor soccer
- handball
- volleyball
- judo
- karate

• aerobics
• kick-boxing
• tourism
• chess
• swimming
• Citadel Alpinist Club.

XII. The Students' Club is the centre where our students can spend their time to the best advantage and make new acquaintances.? What its line is the most interesting for you? Write a short essay (10-12 sentences).

BrSTU amateur societies and groups
Vocal line:
• pop-group
• vocal school
• vocal group «Kaliada»
• vocal group «Ramonki»
• vocal group «Vivat»
• vocal group «Krasuni»
• folk music group
Dance line:
• sport dance group «Tim-Wei»
• folk dance group
• school of variety show dancing
• club of historical dance «The Medieval meadow»
Instrumental music line:
• group of violinists
• instrumental music group
Clubs
• Theatre group "The Word"
• "What? Where? When?" Club (brain ring games)
• KVN club (a comedy club)
• Journalistic club "The Feather."

COLLEGE LIFE

I. Read the text, consult a dictionary to find the meaning of the words in bold type, learn them by heart.

The merry-go-round of **college life** is something that one never forgets. It's a fascinat-ing, fantastic, fabulous experience, irrespective of the fact whether one is a **full-time or a part-time student.**

Who can forget the first day at the university when one turns from an **applicant** who has **passed entrance exams** into a **first-year student?** I did it! I **entered, I got in to the university!** A solemn ceremony in front of the **university building** and serious people **mak-ing speeches:** the **rector, vice-rectors, deans, subdeans, heads of departments** and **senior lecturers**. Some of them must be **professors, some – associate** or **assistant professors, lecturers and tutors,** but, of course, all of them have **high academic degrees.**

The **monitors** hand out **student membership cards, student record books** and **library cards** – one feels like a real person. First celebrations and then days of hard work.

So many **classes,** so many new **subjects to put on the timetable!** The **curriculum** seems to be developed especially for geniuses. **Lectures, seminars** and **tutorials.** Home **preparations;** a real avalanche of **homeworks.**

If one can not **cope with the work load of college** he or she immediately starts **lagging behind.** It is easier to **keep pace** with the programme than to **catch up with it** later. Everyone tries hard to be, or at least to look, **diligent.** First **tests and examination sessions.** The first **successes** and first **failures: "I have passed!" or "He has not given me a pass!"** Tears and smiles. And a long-awaited **vacation.**

The merry-go-round runs faster. **Assignments, written reproductions, compositions, synopses, papers.** Translations **checked up** and **marked.** "Professor, I have never **played truant, I had a good excuse for missing classes**". Works **handed in** and **handed out**. **Reading up for exams**. "No, professor, I have never **cheated –** no **cribs**. I just **crammed**".

Junior students become **senior.** Still all of them are one family – **undergraduates. Students' parties** in the **students' club.** Meeting people and parting with people. You know, Nora is going to **be expelled** and Dora is going to **graduate with honours. Yearly essays, graduation dissertations, finals...**

What? A **specialist's certificate**? You mean, I've got a **degree in Economics?** I am happy! It is over! It is over... Is it over? Oh, no...

A **postgraduate course,** a **thesis,** an **oral,** and **a degree in Economics.** The first of September. Where are the students of the **faculty of economics?** Is it the **economics department?** Oh, how nice...

II. Do the following tasks.

1. Say a few words about your university: say what it is called, speak about its faculties and their specializations.
2. Would you compare college life with a merry-go-round or with something else?
3. What do you think of the first months at the university?
4. They say that it is a poor soldier who does not want to become a general.

III. Name the steps of the social ladder which a student must pass to climb up to the position of the rector. Use the words from the list below, placing one word on one step.

Dean, assistant lecturer, head of department, vice-rector, associate professor, assistant professor, subdean, professor.

A NEW PERIOD IN MY LIFE

I. Pronounce the words correctly and learn their meaning.

1. housing [hauzɪŋ] – жильё
2. opportunity [ɔpə'tju:nɪtɪ] – возможность
3. dormitory, students hostel ['dɔmɪtrɪ] [hɔstl] – студенческое общежитие
4. to rent a flat (an apartment) [ə'pa:tmənt] – снимать квартиру
5. usually ['ju:ʒuəlɪ] – обычно
6. rather ['ra:ðə] – довольно
7. enough [ɪnf] – достаточно
8. completely [kɔm'pli:tlɪ] – полностью, совершенно
9. to serve [sə:v] – обслуживать

10. while [waɪl] – пока, в то время как
11. to prefer [prɪ'fə:] – предпочитать
12. to miss [mɪs] – пропускать
13. successfully [sək'sesfulɪ] – успешно
14. canteen [kæ:n'ti:n] – столовая
15. back [bæk] – обратно
16. break [breɪk] – перерыв
17. report [rɪ'pɔ:t] – доклад
18. tired [tąɪəd] – усталый
19. admit [əd'mɪt] – соглашаться
20. disposal [dɪs'pəuzl] – возможность распорядиться
21. recreation [rekrɪ'eɪʃn] – отдых
22. facilities [fə'sɪlɪtɪz] – возможности, условия
23. to keep fit [kɪ:p fit]– быть бодрым, здоровым
24. advantage [əd'va:ntɪdʒ] – польза

II. Read the text.

A New Period in My Life

My name is Dima Ivanov. On leaving school I entered Brest State Technical University.

Brest State Technical University is one of the largest scientific and educational centers in the western part of Belarus. It enables training of highly qualified specialists and conducts fundamental scientific research in the areas of construction, architecture, electronics, me-chanical engineering, economy and ecology. Now I am a first-year student of Civil Engi-neering Department I think Civil Engineering is a very important branch of national econ-omy. The purpose of Civil Engineering is to construct and reconstruct residential and indus-trial buildings, bridges, schools, palaces and hospitals. This requires the use of new building methods and new building materials. That is why we must know all the latest achievements of science and engineering. I entered the university to be provided with a high standard of theoretical and practical knowledge.

I am a student of Technical University. My parents live in Grodno and I study in Brest so I need some housing. There are two opportunities for me: I can live in a dormitory or rent a flat . I decided to live in a dormitory.

A compact university campus is set in beautiful surroundings, with plenty of green space to relax. The campus offers a range of facilities to satisfy students' day-to-day needs:

Recreation and Wellness Center
four student dormitories
a bank
a chemist's shop
a laundry
a store
3 gyms

Located on the campus, the café "Zodchie" provides freshly made hot and cold food.

My classes begin at 8:10. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. Usually I don't miss my classes because I want to pass my exams successfully. Occasionally I have to stay at the University till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. There is a good library in our University.

It is on the ground floor. The library is open from 9 a.m. till 6 p.m. It is accessible to all the students and teachers free of charge. Subscription to the library is conducted according to a student's identity card. I have got a membership card and I can borrow books from the library. I can use books in the reading-room or take them on a loan. I can take books home for a certain number of days. The entire stock is represented in the author and classified catalogues. The newly acquired books are always displayed on the stands.

The library possesses more than 700,000 books, magazines and other printed works. Foreign literature is in English, French, German, Polish, Spanish, and other languages. There is a good selection of books for professional training. A special place among the library holding belongs to the reference collection.

As a rule I have no free time on week-days. So by the end of the week I get very tired. My regular day off is Sunday. It is a day of freedom from routine duties and studies. I can do whatever I wish and go wherever I want. But I must admit that every day off needs some special planning. Time passes quickly and if you have no plans be sure to get no results. Our University offers plenty of opportunities and ways to enjoy one's free time. The Students' Club is the center where the students can spend their time to the best advantage and make new acquaintances. The Club offers various activities to the students who want to show their creativity. They can join university amateur societies and groups or try out themselves as script writers, producers and actors at University shows and festivals.

The University Sports Club offers a choice of 14 sport societies for the students to enjoy exercise in their free time.

Every year the University Sports Club and the Department of Physical Training conduct more than 50 athletic events. The Citadel Alpinist Club is one of the most attractive centres of campus social life. It has united the students and staff, as well as University grad-uates, who are always eager to share their experience with newcomers. The Club chronicle keeps records of many climbing expeditions to the most picturesque places in the Carpathi-ans, Caucasus, and Crimea as well as boating and skiing trips throughout Belarus. In 2010 the Alpinist Club participated in the third category difficulty climbing, and won the second prize.

III. Complete the sentences:

1. On leaving school I entered…

---

2. Brest State Technical University is one of the largest…

---

3. I think Civil Engineering is…

---

4. The purpose of Civil Engineering is…

---

5. A compact university campus is set…

---

6. The campus offers…

---

7. The University Sports Club offers…

IV. Find one synonym to the first word in each row:

1. Opportunity – share – shower – chance

---

2. Usually – nearest – as a rule – latest

---

3. Rather – enough – ready – quarter

---

4. Turn on – serve – switch – prefer

---

5. Completely – usually – finally – entirely

---

6. Prefer – tired – like – different

---

7. Healthy – sound – hard – successful

V. Find the suitable meaning to each word:

1. Need – a) clean, polish, make tidy or smooth
2. Rent – b*)* go away from
3. Brush – c) want, require
4. Leave – d*)* interval (in space or time)
5. Miss – e) occupy or use (land, buildings, etc.) for rent
6. Success – f) fail to hit, hold, catch, reach, see
7. Break – g) person or thing that succeeds

VI. Use sentences in the Past and Future Simple, Continuous or Perfect tense forms.

Example: 1. Being happy is one way of being wise.
2. Being happy was one way of being wise.
3. Being happy will be one way of being wise.

Example: 1. Things are not going my way.
2. Things were not going my way.
3. Things will not be going my way.

Example: 1. She has just done some work about the house.
2. She had done some work about the house by 8.
3. She will have done some work about the house before 6.

1. My classes begin at 8:10.

---

2. We leave the house at ten minutes past eight and walk to the nearest bus-stop.

---

3. That is the time to share the latest news.

---

4. We are watching TV now.

---

5. It has made people better.

---

6. I have managed to do everything very well.

VII. Use sentences in the Past and Future Simple, Continuous or Perfect Passive tense forms.

Example: 1. I am woken up by my roommate.
2. I was woken up by my roommate.
3. I shall be woken up by my roommate.
Example: 1. Breakfast is being served now.
2. Breakfast was being served at that time.
Example: 1. The Flat has been rented by him.
2. The flat had been rented by him by August.
3. The flat will have been rented by him before September.
1. The latest news is listened to on the radio.

---

2. The latest news is shared by us.

---

3. The lecture is being presented now.

---

4. The report is being written by him now.

---

5. She has just left the house.

---

6. The classes have already begun.

---

7. They have had a lecture in physics.

VIII. Answer the following questions:

1. Where do you live and study?
2. Do you live in a dormitory or in a flat?
3. Who is your best friend at the University?
4. Do you get on well with your group mates?
5. How many classes do you have every day?
6. What subjects are you good at?
7. Where do you have lunch?
8. You don't have much free time on week-days, do you?
9. How often do you go to the library?
10. Do you use any modern means of education?

IX. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

Example: 1. Do his parents live in Minsk?

2. Where does he study?
3. Can he live in a dormitory or in a flat?
4. Who shares the flat with the young man?
5. He studies at the University, doesn't he?

1. Renting a flat.
2. Morning routine.
3. At the University.
4. Having meals.
5. Leisure time.
6. In the evening.

X. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. Only the educated are free (Epictetus, Phrygian Stoic, philosopher, c AD 50-135).
2. The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384-322 BC).
3. Knowledge is power (Francis Bacon, British painter, 1909-1992).

XI. Speak about your working day with your groupmate in the form of a dialogue.

NICK'S USUAL WORKING DAY

I. Read and translate the text.

Hi, nice to meet you all!

My name is Nick Price. I am a freshman at MIT – Massachusetts Institute of Technology. I am not from Boston myself. I was born in Vermilion, Ohio, not far from Cleveland.

My family is not very rich, that is why I can't afford to live on a campus. But it is a rule, that every student must reside during his or her freshman year on the campus. To cover some of the expenses I've got to work part-time on the campus. I work in cafeteria.

Now let me tell you about my usual working day. I wake up at seven in the morning. My alarm-clock radio is tuned to my favourite radio station. My roommate Todd Hall is a football player. He jogs every morning at 6:30. He is still out jogging when I get up. First I take a cold shower and brush my teeth. Then I dress myself up and rush to work – to the University cafeteria. I wash dishes and clean the tables. It is not a very interesting job, I know that, but soon I'll be a cook and will earn more. My boss Suzie is very strict but very nice when you do your job properly.

My first class starts at 11:15. The professor is never late for his classes. The lecture hall we sit in has about 100 seats. MIT is a very big school. I think that it is the best school of science and technology in the US.

At 2:00 p.m. I eat lunch at school cafeteria. The food is free for me because I work there. I am a vegetarian and I don't like drinks with caffeine. I prefer cool filtered water or juice.

Then I have two more classes. I need to go to the library right after the classes to do my homework. There I meet my friends and we talk a lot. Twice a week I play basketball with my friends. I swim once a week. Usually after library we go out to the cafe or just sit outside and talk.

I have dinner at 6:00 p.m. at the little Chinese restaurant not too far from the dormitory or I cook myself in the kitchen in my dorm. My favourite food is salami pizza and potato salad.

After dinner I watch TV or play ping-pong with my friends. When it is Friday, we go to the football game.

I usually read before I go to bed. It calms me down after the long day. I guess, that's pretty much it for now. See you later!

II. Answer the questions.

1. Where does Nick Price study?
2. What year of study is he in?
3. Is Nick from Boston?
4. Is Nick's family a rich one?
5. What is Nick's job? Do you think he enjoys it?
6. Is Massachusetts Institute of Technology a good school?
7. Where does Nick spend his evenings?
8. What does Nick usually do on Friday nights?

EDUCATION IN BELARUS

I. Before you read the text, talk about these questions.

What institutions does the system of education in the Republic of Belarus include?
What are the most famous educational establishments in our country?

II. Read the following words and learn their meaning.

1)	trend	тенденция, направление
2)	unification	объединение
3)	continuity	непрерывность, преемственность
4)	to embrace	включать

5)	vocational	профессиональный
6)	retraining	переподготовка
7)	compulsory	обязательный
8)	to reveal	раскрывать, показывать
9)	to acquaint	знакомить
10)	elective	факультатив
11)	simultaneously	одновременно
12)	post-graduate	послевузовский
13)	entity	организация, объект
14)	grant	грант
15)	scholarship	стипендия
16)	defense	защита
17)	thesis	научная работа, диссертация

III. Match the words in the box with definitions 1-12.

simultaneously	*compulsory*	*timetable*	*scholarship*
to reveal	*trend*	*continuity*	*elective*
requirement	*certificate*	*unification*	*establishment*

1) an official document that states that the information on it is true

2) an amount of money given by a college or other organization to pay for the studies of a person with great ability

3) something that must be done; necessary by law or a rule

4) happening or being done at exactly the same time

5) the place where an organization operates

6) a subject that someone can choose to study as part of a course

7) the general direction of changes or developments

8) the state of something without change or interruption

9) something needed or necessary

10) a detailed plan showing when events or activities will happen

11) to make known or show something that was previously secret

12) the forming of a single thing by bringing together separate parts

IV. Read the text and decide whether it is worth studying English. Use the dictionary to look up unfamiliar words.

The system of education in the Republic of Belarus is based on national traditions and global trends in world education. These guarantee equal access to all educational stages, unification of the requirements, continuity of all training stages and state financial support. The system of education in Belarus embraces a great number of educational establishments.

Today Belarusian educational system includes preschool education, secondary education (primary, basic and general secondary school), vocational education and secondary special education, higher education, postgraduate research education, adult education and retraining.

The system of education in Belarus starts with the preschool education. It is not com-pulsory in Belarus but around 70% of children attend nursery or kindergarten before they go to school. These institutions are for children under six years. Kindergartens develop physical growth, the ability to communicate, reveal personal qualities and talents.

Children who at-tend kindergarten learn social skills when they play with other children. Such children are better prepared for primary school. Children are taught pre-reading and pre-writing as well as basic mathematics. The children learn to follow a timetable, respect their classmates and teacher. The public nurseries and kindergartens are free of charge but parents should pay for meals.

General secondary education in Belarus starts at the age of 6 and includes three levels: primary, general basic and general secondary. Secondary school starts with primary school where children are taught to read, count, draw, they are given knowledge in maths, nature studies and music. The primary and basic secondary school course is compulsory. It lasts for nine years. Secondary basic school itself acquaints pupils with culture, science, technol-ogy. Pupils study obligatory subjects like maths, biology, physics, chemistry, history and attend different electives to enrich their knowledge in favourite subjects as well as define their future profession. On successfully graduating from basic school, young people have the opportunity to continue their education at high school, college or vocational school. Those interested can simultaneously receive secondary education and professional training. The certificate of general secondary or secondary special education is the document which enables young people to continue their education at the university level.

The Belarusian system of higher education consists of universities, academies, and institutes. Universities and academies offer graduate and post-graduate programs and are engaged in fundamental research. Whereas universities offer education in a wide variety of areas, academies have a narrower specialization. Institutes are also highly specialized and usually have no post-graduate programs. They can function as separate entities or as part of a university.

Most courses run for 4 or 5 years. Higher educational institutions offer full-time (day) and part-time programs. The most common and popular is full-time education. Two-thirds of all students choose this form of education. Grants are available for full-time students and scholarships are awarded to very gifted students. Students who graduate with honors are awarded a "red certificate."

The degree that has been traditionally conferred by Belarusian higher educational institutions is Certified Specialist. It usually requires four or five years of training, success in final state examinations, and defense of a thesis. Graduates of higher education institutions have the possibility of receiving postgraduate education.

The Belarusian state policy for higher education is mainly based on the Constitution of the Republic of Belarus, the Code of the Republic of Belarus on Education, as well as other state decrees and regulations. All types of educational establishments stimulate effectiveness of education according to one’s abilities and inclinations and correspond to the state educational standards.

V. Find equivalents to the following Russian word combinations in the text.

1) мировые тенденции
2) доступ ко всем ступеням образования
3) раскрывать личностные качества
4) посещать различные факультативы
5) фундаментальные исследования
6) широкий выбор направлений
7) более узкая специализация
8) функционировать как отдельные объекты

9) выпускные государственные экзамены
10) по способностям и склонностям

VI. Match the words to form word combinations. Make affirmative or negative sentences with each word combination.

national	research
equal	program
financial	knowledge
educational	a timetable
reveal	of a thesis
follow	establishment
to enrich	traditions
fundamental	support
defense	talents
part-time	access

VII. Complete the sentences with appropriate words or phrases from the box.

social skills	*obligatory*	*a "red certificate"*	*basic mathematics*
general	*free of charge*	*pre-school*	*scholarships*
stimulate	*full-time*	*higher education*	*future profession*

1) The system of education in Belarus starts with the _____ education.
2) Children who attend kindergarten learn _____ when they play with other children.
3) Children are taught pre-reading and pre-writing as well as _____.
4) The public nurseries and kindergartens are _____.
5) _____ secondary education in Belarus starts at the age of 6.
6) Pupils study _____ subjects like maths, biology, physics.
7) Secondary basic school helps pupils define their _____.
8) _____ are awarded to very gifted students.
9) The system of _____ consists of universities, academies, and institutes.
10) Students who graduate with honors are awarded _____.
11) Two-thirds of all students choose _____ education.
12) All types of educational establishments _____ effectiveness of education.

VIII. Complete the sentences with correct prepositions.

1) General secondary education in Belarus starts _____ the age of 6.
2) The system of education in Belarus starts _____ the preschool education.
3) Children are given knowledge ____ maths, nature studies and music.
4) Around 70% of children attend nursery or kindergarten _____ they go to school.
5) The Belarusian policy for higher education is mainly based ___ state laws.
6) The certificate of secondary education enables young people to continue their edu-cation ___ the university level.
7) Kindergartens are for children _____ six years.
8) The educational policy in the Republic of Belarus guarantees equal access ___ all educational stages.

9) On graduating _____ basic school, young people have the opportunity to continue their education.

10) Universities and academies are engaged ____ fundamental research.

IX. Read the text again and answer the following questions.

1) What stages does Belarusian educational system include?
2) Is preschool education compulsory in our republic?
3) What advantages do kindergartens give to children?
4) Do parents have to pay for public nurseries and kindergartens?
5) How many levels does general secondary education include? What are they? Which of them are compulsory?
6) What is the role of primary school in children's life?
7) What opportunities do pupils have after graduating from basic school?
8) What is the difference between universities and academies?
9) Who can be awarded a "red certificate"?
10) What are the requirement for getting a Diploma of Certified Specialist?

X. Fill in the table with the words given below.

higher education, secondary special education,
primary secondary school, general secondary school,
vocational education, preschool education,
basic secondary school

4-5 years	
1-4 years	
10-16 years old	
6-10 years old	
3-6 years old	

EDUCATION IN MY LIFE. WHY DO WE LEARN ENGLISH?

I. Before you read the text, talk about these questions.

Why do you think English is the world's most widely used language?
What are the advantages of studying English?
Is it important for your future profession to have skills in English?

II. Read the following words and learn their meaning.

1)	to communicate	общаться
2)	average	обычный
3)	access	доступ
4)	to strive	стараться, стремиться
5)	widespread	широко распространённый
6)	to conduct	проводить, осуществлять
7)	to consider	считать, полагать
8)	majority	большинство
9)	option	выбор, возможность

10)	content	содержание, контент
11)	article	статья
12)	to share	делиться, обмениваться
13)	competitive	конкурентный
14)	to attend	посещать
15)	success	успех

III. Match the words in the box with definitions 1-12.

widespread	*content*	*to share*	*employability*
to strive	*to conduct*	*access*	*edge*
to cover	*mobility*	*to attend*	*outnumber*

1) existing in many places or among many people
2) to go officially and usually regularly to a place
3) to organize and perform
4) the opportunity to use something
5) the skills and abilities that allow you to be employed
6) to report the news about a particular important event
7) an advantage over other people
8) the ability to move freely
9) everything that is contained within something
10) to be greater in number than someone or something
11) to put something on a social media website so that other people can see it
12) to try very hard to do something

IV. Read the text and decide whether it is worth studying English. Use the dictionary to look up unfamiliar words.

Nowadays English seems to be the only language that everyone feels the need to study. The reason is that it is the international language of the world which can be used cross-culturally to **communicate** with each other. Obviously, English opens so many doors for the **average** person, allowing **access** to people, places, jobs. It is not only one of the most popular mother tongues in the world but the main foreign language too. This means that two people who come from different countries usually use English as a common language to communicate. That's why everyone **strives** to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from different countries all over the world, not just English-speaking ones. English is the language which is spoken by perhaps 400 million people. It is a geographically **widespread** language and it is the official language of more than 60 sovereign states.

The knowledge of English is often important in fields like computing, business and medicine. Up to half of all business deals throughout the world **are conducted** in this language. English is the universal language of international politics and science. It opens doors to the academic world. Many European universities are becoming highly international: the common working language of visiting scholars, students and professors from all around the world is English. It is generally **considered** that English is the language of the scientific community. Most of the research and studies you find in any given scientific field will be written in it. For example, roughly 80% of all the journals are published in English, two-thirds of all scientific papers are published in English, and it is

reported that only half of scientific **articles** written in English come from English-speaking authors.

On the Internet the **majority** of websites are written and created in English. Even sites in other languages often give you the **option** to translate the site. Learning English can help you communicate more effectively online while also giving you **access** to a much wider choice of **content**. When someone wants **to share** something with as large an audience as possible, English is the most likely language to choose. About 75% of the world mail corre-spondence is in English. At least 35% of Internet users are English speakers, and about 70% of the Internet **content** is in English although reliable figures on this are hard to establish.

It's the primary language of the press: more newspapers and books are written in Eng-lish than in any other language. Half of the world newspapers are in English. Journalists and writers around the world think that a good command of English is an increasingly useful skill. Even if you are writing your articles and doing interviews in your own language, with good English you can get background material from international wire services, papers, and magazines from around the world. You can interview foreign diplomats, businessmen, and even get sent **to cover** overseas stories.

English opens doors to employment, education and **mobility**. The knowledge of the English language is vital in many professions. The ability to speak English increases an individual's **employability** – which is a big plus in today's **competitive** times. Publishing in foreign journals and **attending** international conferences are some of the key steps to **success** in career. Multinational corporations employ English speakers in offices around the world. All these facts prove the importance of knowing English for professional career. Whether you are aiming to be an engineer or a philosopher knowing English can give you a vital **edge** over others. Besides, learning languages broadens the mind and enriches all of us culturally.

Undoubtedly English has become a constructed international language developing professional and personal relationships. Non-native speakers now **outnumber** native speak-ers and as a result English belongs to the world rather than to any country. Do you agree with this and accept the fact that if you don't want to get left behind you should learn Eng-lish?

V. Find the equivalents to the following Russian word combinations in the text.

1) распространённый язык
2) универсальный язык международной политики
3) достоверные данные
4) научное сообщество
5) посещение международных конференций
6) хорошее владение английским языком
7) расширять кругозор
8) обогащать в культурном отношении
9) давать важное преимущество над другими
10) остаться позади

VI. Match the words to form word combinations. Make affirmative or negative sentences with each word combination.

mother	community
international	corporation
academic	skill
visiting	scholar
scientific	figures
reliable	career
useful	world
background	material
professional	tongue
multinational	politics

VII. Complete the sentences with appropriate words from the box.

scientific	*the mind*	*English-speaking*	*access*
command	*professors*	*cross-culturally*	*widespread*
effectively	*material*	*the ability*	*content*

1) English as the international language can be used _____ to communicate with each other.

2) English allows _____ to people, places and jobs.

3) English is a geographically _____ language.

4) The common working language of visiting scholars, students and _____ from all around the world is English.

5) Two-thirds of all _____ papers are published in English.

6) Only half of scientific articles written in English come from _____ authors.

7) Learning English can help you communicate more _____ online.

8) About 70 % of the Internet _____ is in English.

9) A good _____ of English is an increasingly useful skill.

10) With good English you can get background _____ from international wire services, papers, and magazines.

11) _____ to speak English increases an individual's employability.

12) Learning languages broadens _____ and enriches all of us culturally.

VIII. Read the sentences 1)-8). Match the phrases in bold with suitable definitions a)-h). Paraphrase the sentences.

1) Nowadays everyone **feels the need** to study English.

2) Everyone strives to learn the language in order **to get in touch** on an international level.

3) English **opens so many doors for** the average person.

4) Most of all scientific papers **are published** in English.

5) Even sites in other languages often **give you the option** to translate the site.

6) Journalists can get background material from **international wire services, papers, and magazines**.

7) One of the key steps to success in career is **attending** international conferences.

8) Multinational corporations **employ** English speakers in offices around the world.

a) hire

b) outside sources

c) participating in
d) finds it necessary
e) to communicate
f) gives a lot of opportunities to
g) are released
h) allow

IX. Answer the following questions. Use the sentences from the text.

1) Is the English language one of the most popular mother tongues in the world?
2) How many people in the world speak the English language today?
3) Why is it said that English opens doors to the academic world?
4) How many articles written in English come from English-speaking authors?
5) What language option do websites often give you?
6) Why is English called the primary language of the press?
7) Why is a good command of English considered a useful skill for journalists?
8) What are some of the key steps to success in career according to the text?
9) How can you prove that knowledge of English increases an individual's employa-bility?
10) Why is it possible to say that English belongs to the world rather than to any coun-try?

X. Prove that English is important in the modern world. Enumerate at least five advantages of knowing English. Try to use the following words and word combina-tions:

To begin with
It is true that
First of all
What is more
Besides
Moreover
In addition to this
I can't but agree that
In conclusion I can say that

GRAMMAR EXERCISES

Noun (Number. Case. Article)

Ex. 1. Change the number form of the nouns in bold type for the plural.

1. This place can well be called an oasis of culture. 2. The atomic nucleus must not be used as a medium of destruction, but rather as a medium of construction. 3. Every heavenly body revolves around its axis. 4. Through a microscope we can see such a tiny living thing as a bacillus, a bacterium, or a larva. 5. A more detailed analysis of this phenomenon can be found in a specialised encyclopedia. 6. A fungus is a kind of a poisonous mushroom. 7. There is a strict criterion, which makes it possible to support this hypothesis and to present it in the form of mathematical formula. 8. An abacus is a very simple instrument for doing arithmetic. 9. A nebula is a cloudlike group of stars, too far away to be seen singly. 10. An alumnus of a university is a person who has attended, or is a graduate, of this particular institution.

Ex. 2. Replace the of-phrases by the possessive where possible.

1. We walked a little along the bank of the river. 2. Let's climb onto the roof of the house and lie in the rays of the sun. 3. Would you like a cup of milk? 4. The school is at the distance of two miles from the Town Hall. 5. The taming of animals requires great patience and self-possession. 6. How great is the population of our country now? 7. What is the height of this old oak tree? 8. We were rather tired after a walk for an hour. 9. There was a heap of books under the table. 10. The tides of the ocean are caused by the movement of the Moon. 11. Corporal punishment of children has long been prohibited in schools. 12. We examined the places of interest of London, which are near Trafalgar Square. 13. Your treatment of my younger brother is something shameful. 14. What will mankind do when the resources of the world are all exhausted? 15. Who was the discoverer of the ancient Greek City of Troy in the 19-th century?

Ex. 3. Use the right article to show whether the noun is used as countable or uncountable.

1. ... ironmonger is ... person dealing in gods made of ... iron, such as pots and pans. 2. ... iron is an instrument for pressing and smoothing our clothing. 3. One of the greatest figures in ... Greek thought was Aristotle. 4. He hasn't ... thought in his head. 5. I need ... needle and ... thread to sew up button. 6. Your silly mistake makes all our plans hang by ... thread now. 7. In the darkness of the hall only ... thread of ... light came through the keyhole. 8. The Greek myth says Prometheus stole ... fire from Olympus to give it to men. 9. When ... night came, the scouts put up ... fire to frighten off the wolves. 10. There was ... fire in the coal-mine the other day. 11. When Western Allies waged ... war against Hitler, it was not ... war within Europe only. 12. I can do with ... hard-boiled egg for breakfast. 13. Wipe your chin: you've got ... egg there. 14. He began with ... red wine, bad olives and other obscure foods. 15. This was ... wine he had never tasted before. 16. He saw ... light in the distance and felt more assured. 17. Could you give me ... light? 18. What is the speed of ... light?

Pronoun

Ex. 1. Insert the proper form of the personal pronoun in brackets.

1. I had turned and faced (he). He was taller than (I) 2. I only mean I'm sorry the captain's (I). 3. He'll be between (you) and (I), anyway. 4. It was (he) before whom she felt defeat. 5. It was (she) who asked the next question. 6. It's (they) whom I pity desperately. 7. 'She's better at it than (we) are', said Nora. 8. It was (I), not Martin who had insisted on seeing (he) that night – because I wanted his support. 9. I recalled, too, there had been some talk between Tom Wells and (she). 10. Now here you are, safe and sound. And you have your home and Eliza and (he). 11. This is (I) who can help you.

Ex. 2. Choose the appropriate form of the possessive pronoun.

1. I went (my, mine) way, and she went (her, hers). 2. He left (her, hers) with (their, theirs) child. 3. What was the experiment of (your, yours)? 4. He slipped (his) arm in (her, hers). 5. From this point onward (their, theirs) story comes in two versions, (my, mine) and (her, hers). 6. The Minister's room was only two doors from (my, mine). 7. 'That thought is not (my, mine),' he said to himself quickly. 6. Where's (your, yours) seat? I shall go to (my, mine). 9. Call me what you like. You have chosen (your, yours) part, we have chosen (our, ours). 10. His nature was harder than most of (their, theirs).

Ex. 3. Choose ‘this’, ‘that’, ‘these’, ‘those’ or ‘it’.

1. Will ... pair suit you? Or maybe ... one, over there? 2. Thank you, ... will do, take your seat, please. 3. Look at … flowers! Aren’t they lovely? 4. Look at … bright stars! How magnificent! 5. She knew Mother would least of all expect her to leave the farm on ... morning. 6. Martin had married Irene ... autumn, but I could not visit them for some time afterwards. 7. Well, yesterday he closed up his shop business altogether. Didn’t somebody mention ... to you? 8. I’ll tell you ... : there’s no smoke without fire! 9. I can’t be sure, ... is only what he himself said. 10. But she opposed her own strength, ... someone who had gone into the world and could imagine no other life. 11. The architectural monuments of Moscow have little resemblance to ... of Petersburg. 12. I request from all ... present a minute’s silence, please. 13. Don’t tell me, I know all ... . 14. Don’t tell me, I know ... all. 15. When she’s had five or six cocktails she always starts screaming like ... . 16. If I were to prepare one immaculately phrased generality, it would be ... : we are a new breed.

Ex. 4. Fill in ‘few’, ‘a few’, ‘little’, ‘a little’.

1. I can’t go yet, there are still ... things left undone. 2. The forces were obviously unequal: we were many, they were ... . 3. Many members of the audience were silent, and some ... had left at intervals throughout the speech. 4. Of course, there were ... wrong spellings, but not too many. 5. When women place their secret lives in the hairdresser’s hands, he gains an authority ... other men ever attain. 6. I don’t deny that perhaps Amy took her husband ... too much for granted. 7. ... did he know what was in store for him. 8. I must admit, this problem has given me not ... trouble, yet I have solved it. 9. Unfortunately, there were quite ... mistakes in your paper. 10. I’m a newcomer to the town, I know only ... here. 11. I must say I know only ... more than you. 12. He feels rather lonely, he has ... friends in his class. 13. I feel much better now that I already have ... friends. 14. Is there any time left still? – Just ... . 15. So ... people came that we had to cancel the meeting. 16. Everyone was there – Tom, Paul, Jenny, to name but ... . 17. Many shall be called, but ... chosen. 18. We need one more player, we are one too ... for this game.

Ex. 5. Fill in appropriate articles where necessary.

1. It was only … fifth of July, and no meeting was fixed with Fleur until … ninth. 2. June walked straight up to her former friend, kissed her cheek, and … two settled down on a sofa never sat on since the hotel’s foundation. 3. He’d catch … two o’clock train back to New York. 4. She’s quite aged for … seventy, isn’t she? What I would call … old seventy. 5. The letter bored him, and when it was followed next day by another, and the day after by … third, he began to worry. 6. Philip looked at his uncle with disapproval when he took … second piece of cake. 7. He walked along thoughtfully. He wasn’t going to be one of … lucky ten who were going to be taken back. 8. ‘Miss Luce will be … second mother to the children,’ she said. 9. They talked of … thousand things, and they all talked at once. 10. James looked at her sideways, and placed … second piece of ham in his mouth. 11. The phone rang almost immediately … third time. 12. The phone ringing for … fourth time, interrupted his thoughts. 13. … three times I have already done that. Everything! Then this time will make … fourth. 14. That question, too, he had asked himself … thousand times. 15. Once more he had used the service stairs from … eighth floor … ninth.

Verb (Tense. Voice)

Ex. 1. Use the required present tense instead of the infinitives in brackets.

1. I (to be) here too long. I (to want) to get away. 2. What he (to do) for a living? – He (to sing) and (to play) the guitar. – He (to play) for his friends or just for money? – I (not to know). – He (to have) a commercial concert soon? – Yes, on Saturday. 3. Where you (to be), Tommy? Look at your face! You're a sight! – Mummy, you always (to grumble)! 4. Everybody (to be) here? – No, Mr Black (not to come) yet. I think he (not to return) from abroad yet. He (to arrive) on Saturday. 5. The old man (to sit) in front of the fire since dinner-time. 6. I (not to have) a holiday fir two years. 7. 'Gentlemen,' Andrew said. 'I just (to wait) for a good position – such as this – to get married.' 8. We (to take) two rooms in Dabney Street and we (to furnish) them now. 9. 'What you (to write) to him about?' she asked looking over my shoulder. 10. What you (to tell) me (to be) quite a romance. 11. For years you (to say) you (to be) trapped out, but you always (to get) through. 12. I (to read) the book you (to hold). 13. You always (to forget) something! 14. I (to grow) too fat! 15. Something (to worry) me all day! 16. All I (to know) is that somebody (to stick) pins into my wax image for years.

Ex. 2. Use the Past Indefinite instead of the infinitives in brackets.

1. Mrs Sunbury (to cut) the cake and (to put) a large piece on Betty's plate. 2. He (to look) at her for a moment with surprise. 3. Eric (to switch) on the wireless and (to sit) down beside it. 4. She (not to smile) when she (to see) him. 5. On the way home she usually (to buy) a slice of honeycake at the baker's. It (to be) her Sunday treat. 6. Three o'clock (to strike) , and four, and the half hour (to ring), but Dorian Gay (not to stir). 7. When he (to arrive) he (to find) the patient to be a small boy of nine years of age. 8. A little before nine o'clock I (to descend) to the ground floor. 9. When Eddy (to leave) in the morning he (to take) her photograph with him. 10. The girls (to sit)side by side at their desks, they (to lunch) together every noon, together they (to set) out for home at the end of the day's work. 11. A quarter of an hour later he (to hear) voices. 12. On the fifteenth of October Andrew (to set) out alone for London. 13. Bart's train (to get) into Central about half past five, and he (to go) to the servicemen's hostel and (to have) a both and a sleep. 14. The stranger (to climb) into his car and (to drive) away, and when he (to notice) later that his speedometer (to indicate) seventy-five, he (to laugh) at himself but (not to slow) down. 15. Clapper (to stare) at the photograph without a change of expression for at least half a minute.

1.2. BREST STATE TECHNICAL UNIVERSITY IN THE SYSTEM OF HIGHER EDUCATION OF THE REPUBLIC OF BELARUS

ANN'S ACADEMY

I. Read and translate the text.

Hello again! Now let me tell you about my Polytechnical Academy. I am really glad that I study here. It is one of the finest country's higher educational institutions. Many famous people have graduated from my Academy, and not only engineers or scientists, but many outstanding writers, actors, showmen and politicians. Studying at our Academy gives a solid background in all spheres of knowledge and prepares for practical work.

Our Academy is quite large and old. It was founded in the 19th century by the famous Russian inventor Vladimir Komarov. First, it was a small department of a large University, but later it was rearranged into an independent institution. Nowadays it is a large school where more than 5,000 students are **currently enrolled.** About 3,000 **are full-time students,** like me, and the rest **are part time-students.** There are also about **150**

graduate students. They **conduct** independent research work and have pedagogical practice.

The **course of study** at my academy lasts five years. There are many faculties in my academy. Here are some of them: the faculty of **industrial automation** and **robotics,** the faculty **of plastics,** the faculty **of machine tools** and the faculty **of metalworking.**

Our academy is large and we have several buildings. One of the buildings is for lectures and seminars only. There are many large halls there so that students of 3-4 groups together can fit in there. And that is more than 100 people. The acoustics [ə'ku:stiks] in such large halls is very good but sometimes it is very **noisy** when students **chat** during the lecture.

We have two laboratory buildings which are **equipped with up-to-date equipment** and there students can **carry on** lab works and conduct various experiments. Many students from my group do their own **research** work.

There are several cafes at the academy. My favourite one is situated in a separate **one-storeyed** building and people say that this is the oldest canteen or student's cafe. The food there is **tasty** and very **affordable.**

There are also several dormitories or hostel buildings where students from other cities live. But you know already that I don't live in a dormitory – I rent an apartment.

Vocabulary:

currently – в настоящее время
to be enrolled – числиться в списках студентов
full-time students – студенты дневного отделения
part time-students – студенты вечернего отделения
to conduct – проводить
course of study – курс обучения
industrial automation – промышленная автоматика
robotics – робототехника
plastics – пластмассы
machine-tools – станки
metalworking – металлообработка
figure ['fɪgə] – фигура, цифра
noisy – шумный
to chat – беседовать, болтать
to be equipped with – быть оборудованным
up-to-date equipment – современное оборудование
carry on – проводить
research work – исследовательская работа
one-storeyed – одноэтажное
tasty ['teɪstɪ] – вкусный
affordable – доступная (to afford – позволять)
classroom – класс, аудитория
lecture hall – лекционный зал
laboratory – лаборатория
gym (gymnasium) – спортзал
semester (term) – семестр
school year – учебный год
course of studies – курс обучения

academy – академия
university – университет
institute – институт
faculty, college, department – факультет
department, chair of... – кафедра
head of the department, chief of the department, chair (man, woman) – зав. кафедрой
substitute – заместитель
teaching instructor (TI) – преподаватель
professor – профессор
dean – декан
Rector – ректор
teaching staff, faculty members – преподавательский состав
full-time student – студент(ка) дневного отделения
part-time student – студент(ка) «вечерник»
student of distant education – студент(ка) «заочник»
student of preparatory courses – слушатель подкурсов, «подкурсник»
undergraduate student – студент 1-4(5) курсов
graduate student – студент 5-6 курсов (магистрант, аспирант)

II. Tell about:
a) your secondary school (college)
b) the faculty of your university
c) your favourite teacher at school.

III. Do you know?
1) When was your University or Academy established?
2) Who was the first Rector?
3) Were there any famous a) scientists, engineers b) politicians c) artists among the graduates of your Institute?
4) How many people are currently enrolled?
5) What is the most popular faculty in your Academy?

IV. Do you agree or disagree with the following statements:
a) Larger schools are better than smaller ones.
b) It is impossible to enter the university if you haven't attended preparatory courses.
c) The best professors are the oldest ones.
d) It is better to live in a dormitory or student hostel than to rent an apartment.
e) Professors always know more than students and teaching instructors.

MY UNIVERSITY

I. Read the following words and word combinations. Learn their meaning.

1)	training	подготовка
2)	conduct research work	проводить исследовательскую работу
3)	construction	строительство
4)	mechanical engineering	машиностроение
5)	full-time students	студенты дневного отделения

6)	teaching staff	преподавательский состав
7)	graduate	выпускник
8)	Civil Engineering	ПГС
9)	Ltd	ООО
10)	extra-mural	заочный
11)	degree	степень
12)	dormitory	общежитие

II. Read the text Brest State Technical University and decide whether it is a one of the best universities in our country. Prove your opinion.

INTRODUCTION

Brest State Technical University is one of the largest scientific and educational centres in the western part of the Republic of Belarus. BrSTU enables **training** of highly qualified specialists and **conducts** fundamental scientific **research work** in the fields of **construction**, architecture, electronics, **mechanical engineering**, economy and ecology.

BRIEF HISTORY

Brest State Technical University began as a Civil Engineering Institute on April 1, 1966. The first intake was 330 full-time students and 110 evening-class students. The teaching staff numbered 32 teachers. In 1969 the number of students reached 2700, namely 1960 **full-time students**, 480 evening-class students, 260 part-time students. The **teaching staff** increased till 186 teachers. In 1989 the institute was reorganized into Brest Polytechnic Institute. Since then Mechanical Engineering, Economics and Electronics Faculties were opened, new specialties appeared; the spectrum of research work has expanded. Now it is the largest technical institution of higher learning in the western region of Belarus. In 2000 Brest Polytechnic Institute was incorporated as a State Technical University. Since its foundation more than 43000 specialists have graduated from the University. At present it is a large educational and scientific centre with its teaching staff, scientists and **graduates** contributing a lot to the development of science and engineering.

GENERAL INFORMATION

Faculties

Being one of the largest educational and scientific centres in the western part of Belarus Brest State Technical University has a broad and constantly developing infrastructure. The training is conducted at 5 faculties:

1) Civil Engineering Faculty

Civil Engineering is one of the oldest faculties of the university. More than 1,300 students study there. The faculty is a part of the International Association of Construction Departments, within the framework of which introduction of new technologies in educational process for training of construction industry specialists is conducted. Students learn to design buildings, organize construction work, build roads and airfields and conduct real estate expertise. You may also become an Architect here, at Faculty of Civil Engineering.

2) Faculty of Engineering Systems and Ecology.

The faculty was established in 1971, its first name was Amelioration. The system of teaching at the faculty combines general theoretical and general engineering training with deep special training. All departments of the faculty have well-equipped laboratories and offices. They are equipped with the latest technical teaching aids, computing techniques, equipment. In the process of teaching students learn about ecological problems, organization of safety activity, and the introduction of effective technologies for natural

and waste water purification.

3) Faculty of electronic information systems.

The faculty was established in 2005 as a result of reorganization of the Faculty Mechanical Engineering and Electronics, which had existed since 1984, on the basis of specialties of the electronic information profile. Many professors of the faculty are fluent in English, have repeatedly undergone scientific and training course abroad, and have been conducting their courses in English for many years for students who come to the university with a help of various international exchange programs, undergraduate and graduate students. Since 2013/14 academic year, a group of students (foreign and Belarusian ones) is being trained for the specialty "Automatic Data Processing Systems", the training is conducted in English. Successful graduates of the faculty are offered job positions and also they can find a job independently at the best IT enterprises of Brest and the Republic of Belarus, which are residents of the High Technologies Park: Ltd. "Epol Soft", EPAM systems inc., Ltd. "Tectus Media", etc.

4) Mechanical Engineering Faculty

The Faculty of Mechanical Engineering was established as an electronic mechanical faculty in 1984 with the view of training highly-qualified personnel for the machine-building and electronic industries that are high developing in the western region of the Republic of Belarus based on the specialty "Machine-Building Technologies". The electronic-mechanical faculty was reorganized on August 15, 2005 as a result of which the Faculty of Mechanical Engineering was established. Mechanical Engineering Faculty trains engineers of practical orientation: technologists, designers, mechanics, automation specialists in the field of industrial production, road transport, food production and other branches of the national economy.

5) Faculty of Economics

The Faculty of Economics was established on the 1st of February, 1995. The faculty trains specialists for various fields of economic activity. Effective partnership with many enterprises and organizations of the city have been established, which gives an opportunity to have off-site classes, carry out real

The Department of Pre-University Training

At the Departmebt of Pre-University Training young people can revise and consolidate what they have learnt at secondary school to successfully pass their entrance examinations at the University. Here they are also provided with the guidance in the choice of their future speciality and prospects of professional career. The Faculty offers a wide range of programs to satisfy various demands of young people seeking for extensive study curriculum:

• evening and extramural preparatory courses for high school students; the courses optionally cover mathematics, physics, a foreign language, drawing, and technical drawing;

• short-term pre-university courses covering one subject at a student’s option;

• a full-time or correspondence pre-university course for holders of a secondary education certificate; the course covers several subjects at a student’s option;

• a full-time pre-university for international students.

International students who have no command of the Russian language or whose Russian language proficiency may not yet have reached a suitable standard for study can follow a one-year course at the Pre-University Department. The course provides students with elementary and advanced learning of the Russian language with a specialization in the subjects which are relevant to the students’ chosen line.

The students get higher education in 21 specialities and 29 specializations. The total

student population is about 12, 000 people. The training course lasts 4 years and 10 months (or 3 years and 10 months) for full-time students while 5 years and 10 months (or 4 years and 10 months) for part-time students.

Professional and Teaching Staff

The teaching staff numbers more than 500 members. The scientific potential of the University includes 14 Doctors of Science, 152 Candidates (Ph.D.) and experienced academic instructors. Some of them are the scientists known all over the world.

Development Tendencies

One of the main priorities in the University development is further supply of the teaching process with necessary computing equipment and software in addition to the available ones. The university has already got a local computer network of more than 460 computers at all the faculties, departments, scientific centres and specially equipped classrooms. So the students and the University stuff are provided with access to the shareable campus database as well as Internet through satellite and inland channels. In compliance with the above stated priority a lot is being done to introduce advanced technologies into the teaching process for teaching and testing applications. The campus-based Institute of Professional Development and Re-Training gives the University students an opportunity to get a second Diploma of higher education in the line chosen. This enables the University graduates to be awarded with two Diplomas and get qualification in two specialities. It is evident that our future progress depends on the creation of new high technologies and technical equipment of superior quality. Everything will be determined by engineering and a standard of professional training.

Besides, the development of the University is adapted to satisfy the needs of the Belarus Republic and of Brest region in specialists:

- The conditions are being created for highly-qualified training of economists and managers;
- The range of new specialties connected with electronics and computers is being expanded;
- The Scientific Research Institute for the problems of Construction Engineering organized in May 2004 is successfully being developed;
- The process of reformation of the system of the University is being carried out to offer Master and Bachelor programs.

The University main research lines are the following:

– building units and materials, roof coatings, pavements, organization of labour, techniques, design engineering;

– wear-resistant composite materials, resource-saving and material-strengthening technologies in mechanical engineering;

– novel technologies of fuel utilization;

– advanced water distribution and water supply systems, rational nature management schemes;

– environmental protection, ecological security;

– neuron-type computer network systems of artificial intellect; ultrasound technologies, luminescent light-emitters.

University Facilities

BSTU is almost a fifty-year-old educational establishment with its own traditions which are followed by the University staff in its work by combining science, studies and practice to their best advantage. The University has created all necessary conditions for forming and educating specialists understanding their responsibility and possessing

knowledge and competence required for successful creation of the country's future. High-quality technology and successful studying are made possible by the currently available educational facilities: many workshops, laboratories, computer classes fitted out with up-to-date equipment and devices, and a library having a stock of more than 400000 books by native and foreign writers. The campus-based Research Institute was set up to carry out research work on the problems in the construction industry of the country. The specialists of the Institute among whom are the University academic staffs and senior students take an active part in the reconstruction of Brest and rehabilitation of the town's old buildings. Diploma design projects of our students range high at international competitions and research works are awarded with first- and second-degree Diplomas at republican competitions of research works. Some university students take out patents on their inventions and participate in arranging trial production.

Non-Academic Opportunities

On the university campus there are dormitories with all conveniences (shared occupancy in double/triple adjacent rooms). The University has well-developed social services available on the campus. Excellent athletic and recreational facilities are also available on the campus. There are 14 sport societies for those who want to keep themselves fit and enjoy their free time. The University rents modern sports complexes and provides gyms and table-tennis rooms on the campus. Annually, our students take part in open competitions and championships in Belarus and become prize-winners in karate, power-lifting, boxing, arm-wrestling.

Canteens

Canteens provide students and employees with healthy food. On the campus there are also two student cafes, which will offer you varied menu at accessible prices. Located on the campus, the café “Zodchie” provides freshly made hot and cold food.

Hostels

University disposes of four comfortable student hostels, which have gyms, rooms for studies and rest.

*Dispensar*y

Huge attention is paid to student’s health. On the territory of the campus there is sanatorium-dispensary, where students have an opportunity to improve their health. You will be offered various types of massage, electro- and phototherapy, inhalation therapy, mineral and medical bath.

Students' festivals and performances as well as various societies run by the *Students' Club* and the International Students’ Club help students to spend their free time to the best advantage and reveal their creative abilities.

International Contacts

The University develops close contacts with higher educational establishments in Germany, Poland, Ukraine, China, Republic of Korea, France and Russia. We have long-term partner contacts with Bialystock Polytechnic Institute (Poland), Lublin Polytechnic Institute (Poland), Higher Technical Professional School in Biberach(Germany) and Higher Technical School in Ravensburg-Weingarten (Germany), Middle East Technical University (Turkey). This partnership creates an essential basis for mutually useful training activity and scientific research.

Brest State Technical University actively participates in numerous international projects and programs, communicates with educational and scientific funds including European ones – TACIS, ERASMUS,

The University is a member of the Association of European Civil Engineering

Faculties with the participation of civil engineering faculties from non-European countries, AECEF. In 2009 BrSTU joined the Baltic Sea Academy, Hamburg-based organization that unites European universities and academies, with the aim to intensify the University's international cooperation.

The University participates in international innovation exhibitions in Hannover and Saint Petersburg. Research in IT, architecture and construction are carried out at the University. International conferences and seminars are held in the areas of electronics, architecture and construction, ecology, economy, mechanical engineering.

All the above mentioned international partnerships and relations create an essential basis for mutually useful academic activity and scientific researches.

CONCLUSION

The graduates of Brest State Technical University have opportunities to carry out their creative activity in science, engineering and private business in all sectors of our economy as well as of foreign countries. After graduating from Brest State Technical University, a number of students become promising scientists, some of them continue their scientific activity at the University delivering lectures and supervising new lines of scientific research. The university is constantly developing, that's why it has turned into one of the leading educational and scientific centres in the western part of Belarus.

III. Make a presentation about your faculty. You may use information from the English version of official BrSTU website.

IV. Write a letter to student studying at foreign university. Describe:

– Structure of your university
– Your faculties
– Specialties and specialization
– Period of studying
– Your favourite teachers
– Subjects studied at your faculty
– Extra-curricular activities.

V. Translate the following quotations and comment upon them

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

Oscar Wilde

I have no special talent. I am only passionately curious.

Albert Einstein

The philosophy of the school room in one generation will be the philosophy of government in the next.

Abraham Lincoln

A person who won't read has no advantage over one who can't read.

Mark Twain

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

Martin Luther King

The roots of education are bitter, but the fruit is sweet.

Aristotle

Education is for improving the lives of others and for leaving your community and world better than you found it.

Marian Wright Edelman

An investment in knowledge pays the best interest.

Benjamin Franklin

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

Maimonides

Education must not simply teach work – it must teach Life.

W. E. B. Du Bois

Formal education will make you a living; self-education will make you a fortune.

Jim Rohn

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

Clay P. Bedford

VI. Read the text about METU. Compare its structure and facilities with BrSTU.

Middle East Technical University (commonly referred to as METU) is a public technical university located in Ankara, Turkey. The university puts special emphasis on research and education in engineering and natural sciences, offering about 40 undergraduate programs within 5 faculties, and 97 masters and 62 doctorate programs. The main campus of METU spans an area of 11,100 acres (4,500 ha), comprising, in addition to academic and auxiliary facilities, a forest area of 7,500 acres (3,000 ha), and the natural lake Eymir. METU has more than 120,000 alumni worldwide. The official language of instruction at METU is English. Middle East Technical University was founded under the name "Orta Doğu Teknoloji Enstitüsü" (Middle East Institute of Technology) on November 15, 1956, to contribute to the development of Turkey and the surrounding countries of the Middle East, Balkans, and Caucasus, by creating a skilled workforce in the natural and social sciences.

In 1956, the Department of Architecture initiated the first academic program at METU, followed by the Department of Mechanical Engineering in the spring of 1957. At the start of the 1957–1958 academic year, the Faculty of Architecture, the Faculty of Engineering, and the Faculty of Administrative Sciences were established. In 1959, the establishment of the Faculty of Arts and Sciences was completed. The Faculty of Education launched its academic program in 1982.

As of 2010, METU has approximately 23,000 students, of which 15,800 are enrolled in undergraduate programs, 4,500 in masters, and 2,700 in doctorate programs.

METU has 42 academic departments, most of which are organized into 5 faculties:

Faculty of Architecture: Architecture, City and Regional Planning, Industrial Design

Faculty of Arts and Sciences: Biology, Chemistry, History, Mathematics, Molecular Biology and Genetics, Philosophy, Physics, Psychology, Sociology, Statistics

Faculty of Economic and Administrative Sciences: Business Administration, Economics, International Relations, Political Science and Public Administration

Faculty of Education: Computer Education and Instructional Technology, Educational Sciences, Elementary Education, Foreign Language Education, Physical Education and Sports, Secondary Science and Mathematics Education

Faculty of Engineering: Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Engineering Sciences, Environmental Engineering, Food Engineering, Geological Engineering, Industrial Engineering, Mechanical Engineering, Metallurgical and Materials Engineering, Mining Engineering, Petroleum and Natural Gas Engineering

In addition to these, there are the Department of Basic English and the Department of Modern Languages in the School of Foreign Languages; the Technical Vocational School of Higher Education; and, bound directly to the President's Office, the Department of Turkish Language and the Department of Music and Fine Arts.

The University develops close contacts with BrSTU. A number of our students have studied for 1 term in METU due to Erasmus academic mobility programs. In 2017, within Erasmus program, the head of Foreign language department of BrSTU Mr. V.I. Rahuba delivered lectures in Business English at METU.

MY UNIVERSITY. WELCOME TO BREST STATE TECHNICAL UNIVERSITY

I. Pronounce the following words correctly and learn their meaning.

1. graduate ['grædjuət] – выпускник
2. contribute [kən'tribjut] – делать вклад
3. extra-mural ['ekstrə'mjuərəl] – заочный
4. priority [prai'ɔrɪtɪ] – приоритет
5. available [ə'veiləbl] – доступный
6. access ['æksəs] – доступ
7. compliance [kɔm'plaɪəns] – соответствие
8. application [əplɪ'keɪʃən] – применение
9. enable [ɪ'neɪbl] – дать возможность
10. award [ə'wɔ:d] – присуждать, награждать
11. evident ['evɪdənt] – очевидный
12. creation [krɪ'eɪʃn] – создание
13. determine [dɪ'tə:mɪn] – определять
14. advantage [əd'va:ntɪdʒ] – преимущество
15. responsibility [rɪs,pɔnsɪ'bɪlɪtɪ] – ответственность
16. possess [pə'zes] – обладать, владеть
17. require [rɪ'kwaɪə] – требовать
18. facilities [fə'sɪlɪtɪz] – оборудование
19. fit [fɪt] – соответствовать
20. rank [ræŋk] – занимать какое-либо место
21. invention [in'venʃn] – изобретение
22. trial ['traɪəl] – пробный
23. amenities [ə’mi:nɪtɪz] – всё, что соответствует хорошему настроению
24. recreation [rəkrɪ'eʃn] – развлечение, отдых
25. participate [pa:tɪsɪpeɪt] – участвовать

II. Read and translate the text.

The state policy of the Republic of Belarus in the field of higher education is based on three priorities: available education, its quality and the financial efficiency of the

activities of higher education institutions (HEI). Ever since it declared its sovereignty, higher education in Belarus has experienced considerable growth. The number of undergraduates has increased from 180 to 475 people per ten thousand citizens. The Belarusian state policy for higher education is mainly based on the Constitution of Belarus, the Code of the Republic of Belarus on Education, as well as other decrees and regulations of the President and the Council of Ministers of the Republic of Belarus. The state program defined the order and terms of transition in the various stages of professional training at undergraduate level (4, 4.5 and 5 years). The Code of the Republic of Belarus on Education regulates the professional training of Belarusian citizens and sets out the legal, organizational and financial basis for the national higher education system. The process of receiving higher education includes two stages: The first stage is realized by higher education providing training in areas of specialization, confirmed by the corresponding qualification and specialist's diploma (4, 4.5 or 5-year curriculum). The second stage is realized by research and professionally oriented Master's Degree programs, confirmed by a Master's Degree diploma (1 or 2-year curriculum). Graduates of higher education institutions also have the possibility of receiving postgraduate education. On May 14th, 2015, Belarus joined the Bologna Process and the European Higher Education Area (EHEA). The decision was made at the Yerevan Conference of Education Ministers of the EHEA and the Bologna Policy Forum.

Brest State Technical University began as Civil Engineering Institute in 1966 and later was changed into Brest Polytechnical Institute. At present it is a large educational and scientific centre with its teaching staff, scientists and graduates contributing a lot to the development of science and engineering.

Brest State Technical University is one of the largest educational and scientific centres in the western part of Belarus having a broad and constantly developing infrastructure. The University is divided into 8 faculties: Civil Engineering, Engineering Systems and Ecology, Mechanical Engineering, Electronic and Information Systems, Economics, Preparatory Faculty, Faculty of Extra-Mural Studies and Faculty of Innovation, Management and Finance. The students get higher education in 27 specialties. The teaching staff numbers more than 600 members including Doctors of Science and Candidates of Science. Some of them are scientists known all over the world.

One of the main priorities in the University development is the further supply of the teaching process with the necessary computing equipment and software in addition to the available ones. The university has already got a local computer network of more than 500 computers at all the faculties, departments, scientific centres and specially equipped classrooms. So the students and the University stuff are provided with the access to the shareable campus database as well as Internet through satellite and inland channels. In compliance with the above stated priority a lot is being done to introduce advanced technologies into the teaching process for teaching and testing applications.

The campus-based Institute of Further Education and Retraining gives the University students an opportunity to get a second Diploma of higher education in the line chosen. This enables the University graduates to be awarded with two Diplomas and get qualification in two specialties.

It is evident that our future progress depends on the creation of new high technologies and technical equipment of superior quality. Everything will be determined by engineering and a standard of professional training. BSTU is a fifty-year-old educational establishment with its own traditions which are followed by the University staff in its work by combining science, studies and, practice to their best advantage. The University has

created all necessary conditions for forming and educating specialists understanding their responsibility and possessing knowledge and competence required for successful creation of the country's future. High-quality technology and successful studying are made possible by the currently available educational facilities, many workshops, laboratories, computer classes fitted out with up-to-date equipment and devices, and a library having a stock of more than 700,000 books by native and foreign writers. The campus-based Research Institute was set up to carry out research work on the problems in the construction industry of the country. The specialists of the Institute including the University academic staff and senior students take an active part in the reconstruction of Brest and rehabilitation of the town's old buildings. Diploma design projects of our students range high at international competitions and research works are awarded with the first- and second-degree Diplomas at republican competitions of research works. Our students take out patents on their inventions and participate in arranging trial production. The University has well-developed social services available on the campus. Excellent athletic and recreational facilities are also available on the campus. Students can participate in sports activities to keep themselves fit and enjoy their free time. Students' festivals and performances as well as various societies run by the Students' Club help students to spend their free time to the best advantage and display their creative abilities.

The University develops international contacts in the sphere of science and education with institutes of higher learning in Russia, Ukraine, Poland, Germany, Great Britain, Italy, Spain and Portugal. Our University graduates have opportunities to carry out their creative activity in science, engineering and private business in all sectors of our economy as well as of foreign countries. On graduating the University, a number of students become promising scientists, some of them continue their scientific activity at our University delivering lectures and supervising new lines of scientific research. We are proud of our University and of the fact that it constantly develops turning into one of leading educational and scientific centres in the Western part of Belarus.

III. Complete the sentences:

1. The state policy of the Republic of Belarus in the field of higher education is based…

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2. The Belarusian state policy for higher education is mainly based on …

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3. Brest State Technical University began…

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4. At present Brest State Technical University is…

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5. The University is divided into 8 faculties:…

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6. The University develops international contacts…

IV. Find the synonym to the first word in each row:

1. award – give – access – enable

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2. determine – extra-mural – decide – compliance

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3. possess – advantage – possible – own

---

4. require – depend – need – combine

---

5. recreation – invention – staff – refreshment

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6. stock – supply – trial – research

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7. state – express – carry – deliver

V. Find the suitable meaning to each of the words:

1. graduate –	a) high place among competing claims
2. contribute –	b) plain or clear to the eyes or mind
3. priority –	c) person who holds a university degree
4. available –	d) production of the human intelligence
5. application –	e) that may be used or obtained
6. evident –	f) join with others in giving help, money, etc.
7. creation –	g) putting to a special or practical use

VI. Translate the following sentences. Pay attention to the Gerund.

Example: The Institute of Further Education and Retraining gives the University students an opportunity to get a second Diploma.

Институт повышения квалификации и переподготовки даёт студентам университета возможность получить второй диплом.

1. It is evident that our future progress depends on creating new high technologies.

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2. Everything will be determined by engineering and a standard of professional training.

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3. BSTU is fifty- year - old education establishment with its own traditions which are followed by the University staff in its work by combining science, studies and practice to their best advantage.

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4. Correspondence and evening forms of learning are a good opportunity for persons with financial, age, physical and other limitations.

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5. Every establishment occupies its particular niche in training of highly qualified staff for various branches of national economy.

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6. 3 forms of learning available at Belarusian higher educational establishments: full-time, evening and by correspondence.

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7. Full-time learning is the most widespread.

VII. Answer the following questions:

1. Did Brest Technical University begin as a Civil Engineering Institute?
2. What educational establishment is it now?
3. What has a broad and constantly developing infrastructure?
4. How many faculties is it divided into?
5. The students get education in 21 specialties, don't they?
6. What is the total student population?
7. What can you say about the teaching staff?
8. Can you name one of the main priorities of the University?
9. What kind of opportunities do the students have?
10. High - quality teaching and successful studying are made possible by the educational facilities, aren't they?
11. What was set up to carry out research work on the problems in the construction industry of the country?
12. Who takes an active part in the reconstruction of Brest?
13. Do the students take out patents?
14. Are there any recreational facilities at the University?
15. Why are you proud of the university?

VIII. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

Example: 1. Is BSTU one of the largest educational and scientific centres?
2. When was the University founded?
3. Who contributes a lot to the development of science and engineering?
4. Is the University divided into 7 or 9 faculties?
5. The students get higher education in many specialities, don't they?

1. The foundation of BSTU.
2. The structure of the University.
3. Great opportunities for students.
4. Educational facilities.
5. The achievements of the students.
6. Recreational facilities.

IX. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1.The educated differ from the uneducated as much as the living from the dead (Aristotle, one of the most celebrated Greek philosophers, 384-322 BC).

2. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't (Anatole France, French novelist and critic, 1844-1924).

3. Education is a progressive discovery of our ignorance (Will Durant, US teacher, philosopher, and historian, 1885-1982).

4. They know enough who know how to learn (Henry Adams,(US historian, essayist, and novelist, 1838-1918).

5. Knowledge is power (Francis Bacon, British painter, 1909-1992).

6. The essence of knowledge is, having it, to apply it; not having it, to confess your ignorance (Confucius, Chinese philosopher, administrator, and moralist, 551 BC-479 BC).

7. Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thin£ in life is to keep your mind young (Henry Ford,

US industrialist and pioneer in car manufacture, 1863-1947).

8. Learning makes a good man better and an ill man worse (Thomas Fuller, English cleric and historian, 1608-61).

X. Speak about the University with your groupmate in the form of a dialogue.

BREST STATE TECHNICAL UNIVERSITY

I. Read and translate the text.

Brest State Technical University (BrSTU) is a large scientific and educational center in the western region of the Republic of Belarus. Here specialists are trained and a large volume of scientific research is carried out in the spheres of civil engineering, architecture, electronics, mechanical engineering, economics and ecology.

Since 2011, the university has a quality management system. The development of the university is taking into account the changing needs of the republic and the region in the specialists: conditions are created for the training of highly qualified specialists; the expansion of the list of specialties is systematically planned.

BrSTU is a member of the Association of European Faculties of Civil Engineering with the participation of faculties of civil construction of non-European countries (AECEF), and is also a member of the Association of the Baltic Sea Academy. The university constantly takes part in international innovation exhibitions in Hannover and St. Petersburg, conducts research in the field of information technology, architecture, construction, ecology, water resources use.

In 2009, BrSTU joined the Baltic Sea Academy, Hamburg-based organization that unites European universities and academies, with the aim to intensify the University's international cooperation.

The Civil Engineering Faculty, as a part of the European Association of similar faculties, is developing and is preparing to give diplomas recognized in the EU countries in the near future to its graduates; the quality of the practical training of specialists is enhanced by combining theoretical training with the industrial practice of students of civil engineering specialties; a transition to a two-level training of specialists - specialists and masters.

Brest State Technical University is a member of the Association of Technical Universities and the Association of Network Cooperation, is a part of a consortium working on 6 projects of Erasmus + program. The University has signed over 130 cooperation agreements with leading foreign universities.

The University has scientific-research laboratories: "Self-stressed constructions", "Artificial neural networks", "Pulsar".

The University participates in international innovation exhibitions and hosts international conferences and seminars in the areas of electronics, information technologies, architecture and construction, ecology, economy, and social sciences.

The active participation of students in the creative life of the university, amateur groups and cultural events contributes to the formation of a comprehensively developed, spiritually moral, creative and socially active personality. It is facilitated by the activities of the department of student initiatives and cultural and leisure activities at the university.

Traditional cultural events, holiday concerts, competitions and festivals are organized and held during the academic year.

Amateur groups are created and conduct creative activities in various art genres.

Numerous high awards, diplomas of winners and gratitude for participation in the republican festivals of creativity of students testify to the high performing level, the creative successes of the university teams and students at different art festivals: “ART-vakatsyi”, “F.-ART.by”, “We are Together” "The Palette of Creativity" (Belarus), international choir festivals "Provence" and "Averon" (France), the "European Cup" (Belarus), the festival of university choirs "Universitas cantat" (Poland) and "Paparats Kvetka" (Belarus), festivals of spiritual music "Hajnowka" (Poland), “Derzhavnyi glas”, "Harmony of the times" (Belarus), festivals of art song " Univision" (Azerbaijan), "Russian Song" (Russia) and others.

International relations and main international actions

The University develops close contacts with higher educational establishments in Germany, Poland, Ukraine, China, Republic of Korea, France and Russia.

We have long-term partner contacts with Bialystock Polytechnic Institute (Poland), Lublin Polytechnic Institute (Poland), Higher Technical Professional School in Biberach(Germany) and Higher Technical School in Ravensburg-Weingarten (Germany).

This partnership creates an essential basis for mutually useful training activity and scientific research.

Brest State Technical University actively participates in numerous international projects and programs, communicates with educational and scientific funds including European ones – TACIS, TEMPUS, INTAS, etc.

We are interested in establishing effective mutually beneficial partnership relations with universities all over the world in the following areas of cooperation:

– exchange of faculty members and students;
– joint research activities;
– participation in seminars and other academic events;
– collaboration in technopark areas.

GRAMMAR EXERCISES

Adjective. Adverb

Ex. 1. Use the adjectives in the comparative or superlative degree.

1. I am sure he is the (true) friend I have. 2 It is (true) to say that British English is influenced by American, rather than the other way round. 3. Walking, for many, the (pleasant) kind of physical exercise. 4. It is much (pleasant) to walk in bright weather than in the rain. 5. I haven’t seen a (stupid) person than he in my life. 6. He is surely (stupid) than he tries to seem. 7. You could not find an (unhappy) fate than hers. 8. He felt still (unhappy) after what he had heard. 9. There has never been a (cruel) regime than in that country. 10. A defeat in a war makes the dictator even (cruel) than does victory. 11. Today he has been (quiet) than ever before. 12. I wish to live in the (quiet) street of the (quiet) little town. 13. He seemed to be (glad) than I had expected. 14. Here was one of the (handsome) specimens of humanity he had ever seen.

Ex. 2. Choose the right word.

1. (cold/coldly) a) What a … day it is! b) Why did you speak to me so … ? 2. (sad/sadly) a) She was very … when I saw her last. b) She looked … about her before leaving the place. 3. (silent/silently) a) He was … for a time. b) Then he turned round …

and left the room. 4. (good/well) a) Your English is very … . b) You speak English very … . 5. (simple/simply) a) How did you find my place? – Quite … . b) This exercise is very … . c) It was not so … to understand you. 6. (terrible/terribly) a) There was a … storm at night. The wind blew … . b) I am … sorry to hear it. 7. (quick/quickly) a) He can run very … . b) What a … runner he is! 8. (high/highly) a) The boy was … praised for his singing. b) The plane flew very … in the sky. 9. (close/closely) a) Let's look at the problem more … . b) He lives quite … to my place. c) These things are … connected. 10. (deep/deeply) a) They buried the gold … in the ground. b) Her feelings were … hurt. 11. (right/rightly) a) Go on straight, then turn … . b) The table stands … in the middle of the room. c) I'm afraid you didn't get me … . I didn't mean that. d) The newspapers quite … criticize the government. 12. (pretty/prettily) a) The girl likes to be … dressed. b) Your English is … good now. 13. (hard/hardly) a) Just what he wanted, Presley … knew. b) You have been working very … lately. c) He was so tired that he could … move.

Ex. 3. Find a suitable place for the adverbials in brackets.

1. He worked (hard, today, in the garden). 2. He climbed (awkwardly, out of the window). 3. He just walked, not waiting for the bus (quite often). 4. Don't worry, I get enough exercise – I walk (quite often). 5. He walked there only to enjoy the quietness of the place (often). 6. They lived there (for a year, quite happily). 7. But I doubt whether I shall ever visit Canada again (very much). 8. She looked up (in surprise). 9. He queued up (at the bus stop, every day, patiently). 10. She lives (next door, actually). 11. They knew the town (apparently, well). 12. He couldn't run (enough, quickly). 13. Tom couldn't get the money (honestly, anywhere). 14. I'll buy one apple (just). 15. We came to the place where they were to wait for us (too early). 16. They stood (side by side, for a moment, in the doorway).

Numerals

Ex. 1. Write in words.

4, 14, 40; 5, 15; 50; 8, 8th, 18th, 80th; 9, 19, 90, 9th, 90th.

1.3. THE REPUBLIC OF BELARUS IN THE MODERN WORLD

THE BELARUSIAN CHARACTER

I. Read and translate the text and do the following tasks.

The formation of the modern national character of Belarusians was influenced by various historical and geographical factors and one of them is specific natural and climatic conditions of Belarus, which are characterized by many kilometers of forests, swamps, isolation of settlements, etc.

Geographically Belarus is located in the center of Europe and this feature played a cruel joke with the Belarusians during the Middle Ages. Neighbouring countries often fought with each other, and at that time Belarus was turning into a "staging post" for them. But the Belarusians managed to achieve peace with small sacrifices. After centuries, all this has transformed into a national trait: a Belarusian is able to come to an agreement with anyone and about anything. It is not for nothing that the national anthem begins with the words: "We, Belarusians, are peaceful people".

One of the characteristic features of Belarusians, which is noted by all foreigners, is endless kindness. The Belarusian will lay the table for you (even if he has no money), will

always help you for “thank you” (although he will not refuse to help in return) and is ready to “give the last shirt” if you really ask. It doesn’t matter what colour your skin is, what god you believe in and where you come from. You will be accepted as you are. Here, in Belarus you can easily find a cheerful company of Belarusian, African American and Asian among the students. Orthodox Church, Catholic Church and Synagogue can peacefully stand on the same square (as, for example, in Grodno).

Belarusians are the most hardworking people in Europe. This is not surprising because since childhood, young Belarusians have been cultivating responsibility and accuracy in their work. Belarusians, in general, are not prone to laziness and the desire to get as much as possible without making any effort.

Despite many difficulties, the majority of Belarusians continue to love and value their country. This is proved by a large - scale study, as a result of which 79% of respondents aged 18 to 70 said they are proud of Belarus and their nationality.

Belarusian cities are European - style clean and well-groomed. And this is typical not only for Minsk or Brest, where there are many tourists, but also for the towns. The secret here is not in the special infrastructure of cities, but in the fact that Belarusians are prone to cleanliness. For example, in many courtyards of blocks of flats, residents are independently engaged in the improvement of the surrounding territory and planting beautiful trees and flowers.

The Belarusians always remain faithful to high moral values and good traditions: Kolyady, Radonitsa, Kupala, Dozhinki and etc.

All these are unique Belarusian holidays that Belarusians carried through the centuries into the 21st century.

As for the language, there is a stereotype that the Belarusians have completely abandoned their native language and you can only hear it in the Belarusian language lessons at school. This is not entirely true: of course, in the region centres Belarusians often use Russian for communication, but in small towns a huge number of people continue to speak either exclusively Belarusian or its dialects.

Let us see what has been influencing the formation of the Belarusian national character. We`ll start with the natural and climatic conditions.

The climate in the republic is moderately continental, the breathing of the Baltic sea is constantly felt here. We have no frosts or high temperature jumps in the summertime. Sharp contrasts outside, inside and in the souls are not typical for Belarus.

Our rivers are flat, calm and not very deep. They are homely and dear. Belorussian`s natural scenery is wide, lonely plains covered with hills, and many lakes and forests. The Belarusian character has no somberness and tense readiness for unexpected dangers. The nature of Belarus does not know storms. Therefore, the Belarusians are trustful and optimistic.

Belarus is a country of developed industry, agriculture, science and culture. Belarusian industry produces trucks and tractors, dump trucks, refrigerators, TV sets and dairy products. Also Belarusians produce soil, sand or clay that is why they are patient and hardworking. We must be able of doing much. Diligence and universality help us to survive. Moreover, the Belarusians are undemanding and modest. To a certain degree they are accustomed to poverty.

The advantageous geographical position – on the crossroads from east to west and from north to south – more than once turned into disadvantage. Belarus was the arena of many wars, invasions and aggressions. But so much international contacts influenced the most distinctive features of the Belarusian national character – tolerance and hospitality.

Belarusians can hardly be named fatalists, but if there is violence used against them, they have no choice than to reach for a weapon to defend themselves. History proves it too well.

II. Are the sentences true or false according to the text?

1. The formation of the modern national character of Belarusians was influenced by various historical and geographical factors.
2. Geographically Belarus is located in the West of Europe and this feature played a cruel joke with the Belarusians during the Middle Ages.
3. One of the characteristic features of Belarusians, which is noted by all foreigners, is endless laziness.
4. Orthodox Church, Catholic Church and Synagogue can peacefully stand on the same square.
5. Belarusians, in general, are prone to laziness and the desire to get as much as possible without making any effort.
6. Despite many difficulties, the majority of Belarusians continue to love and value their country.
7. The Belarusians always remain faithful to high moral values and good traditions.
8. As for the language, there is a stereotype that the Belarusians have completely abandoned their native language and you can only hear it in the Belarusian language lessons at school.

III. Read the text and say in 2-5 sentences what it is about.

Belarusian customs and traditions

Belarus has deep historical roots in the past that's why its customs and traditions often have a fascinating history. The most ancient Belarusian traditions and holidays can be classified according to four seasons of the year: spring, summer, autumn and winter.

In ancient times the arrival of spring reassured mankind. It was a sign that life would return to the land, crops would grow and existence was assured. Belarus has a remarkable range of spring-time celebrations, for example Calling of Spring. This holiday dates back to the pagan times.

One of the greatest Christian holidays in Belarus has always been Easter Sunday. There are two Easter holidays in Belarus: the Roman Catholic and the Russian Orthodox ones with painted eggs and special pies.

The summer festivities start in July beginning with the greatest holiday Kupalle. The essential part of this celebration is the great fire. The oiled wooden wheel is set on fire to symbolize the sun. According to the belief this fire has a purifying power. Young couples hand in hand must jump it over. One of the main traditions of Kupalle is search for the mythic paparats-kvetka (fern flower). Those, who find it, will enjoy good luck for the whole year and their wishes will come true

Autumn has its own holidays. They are traditionally connected with the end of the harvesting time. In ancient times it has always been the wedding season. That's why so many traditions and customs are connected with marriage, for example match-making, bride-show, wedding itself, special songs, games etc.

In late autumn we have Dziady. It is a day for commemoration of the dead relatives. The special ritual food is cooked for Dziady dinner. According to the tradition part of the food and drink is left in a special plate and glass for the dead. At this day families are going to the cemeteries to take care of the graves.

The winter solstice used to be a time for meditation on the year gone by and of hope

for the year to come. That's why people asked the sun to come back, they sang songs to honor it. Thus the Kaliady holiday appeared, which later became the integral part of Christmas, the greatest holiday in the year.

New Year is widely celebrated all over the country. Preparations to this holiday start a couple of weeks before. The towns and cities of Belarus put on holiday attire; illumination, New Year trees in the squares and New Year fairs add to the holiday mood. The culmination of the festivity is the December 31— January 1 night, when various concerts and open-air merrymaking take place. January 1 is an official holiday. The Belarusian people are proud of the country's past and its traditional culture.

Answer the questions:

- What are the spring-time celebrations?
- What are the greatest Christian holidays in Belarus?
- What can you say about Kupalle?

AT THE CROSSROADS OF EUROPE. BELARUS. WELCOME TO BELARUS

I. Before you read the text, talk about these questions:

1) Do you know what sign "Made in Belarus" means?

2) Do Belarusians use the Belarusian language in everyday life?

3) Is Belarus an attractive tourist destination? How does free-visa entry support tourism in our country?

II. Read the following words and learn their meaning.

1)	sovereign	суверенный
2)	to border on (with)	граничить с
3)	to occupy	занимать
4)	to stretch for	простираться
5)	terrain	местность
6)	coniferous	хвойный
7)	meadow	луг
8)	rare	редкий
9)	reserve	заповедник
10)	peat	торф
11)	potassium	калий
12)	gravel	гравий
13)	clay	глина
14)	competitive	конкурентный
15)	favorable	благоприятный
16)	flax	лён
17)	livestock	домашний скот
18)	conduct	вести (торговлю)
19)	expenditure	расход, потребление
20)	cooperation	сотрудничество
21)	extensive	обширный
22)	highway	автомагистраль, шоссе
23)	toll	пошлина

III. Match the words in the box with definitions 1-12.

humid	*flora and fauna*	*flat*	*to constitute*
leading	*a capital*	*to export*	*route*
legislative	*a supplier*	*network*	*a deposit*

1) a city which is the of a or other
2) to or make something
3) of in the
4) having little or no
5) and .
6) re to the making of
7) a that has under the , over a
8) a (a , a) that particular goods
9) , most , or most
10) to to another for
11) a consisting of many that are together
12) a way or between

IV. Read the text. Use the dictionary to look up unfamiliar words.

The Republic of Belarus is a young sovereign state situated in the eastern part of Europe. It borders in the north and east on Russia, in the west on Poland, in the south on Ukraine, in the northwest on Latvia and Lithuania. Modern Belarus occupies the territory of 207,600 square kilometers and it stretches for 650 km from east to west and for 560 km from north to south. The Republic of Belarus consists of six regions, the largest cities of which are Minsk, Gomel, Brest, Vitebsk, Grodno and Mogilev. The capital and the largest city is Minsk, located in the center of the country.

About 9,5 million people live in Belarus. Ethnic Belarusians constitute about 81% of the population of the country. Russians, Poles, Ukrainians and other nationalities also live in Belarus. About two thirds of people live in urban centers. Today both the Belarusian and Russian languages are official languages of the country.

Belarus has a temperate continental climate with mild humid winters, warm summers and wet autumns. Belarus has a generally flat terrain. Nature is the main landmark of the country. Belarus is the land of vast plains and picturesque hills, thick forests and green meadows, deep blue lakes and flowing rivers. About one third of its territory is covered with forests, mostly coniferous and birch. Belarus is famous for its rich flora and fauna. The country is inhabited by hundreds of rare species of animals and plants, especially in Belovezhskaya Pushcha. It is one of the national symbols of Belarus, the largest forest in Europe and a unique tourist center. The reserve is the major home of European bison, the biggest representative of European fauna.

Belarus is often called the land of rivers and blue lakes. There are more than 20,000 rivers and streams in Belarus, and about 11,000 lakes. Naroch is the largest lake in Belarus. The Dnepr is the longest and the most important river in Belarus. It flows from Russia, through Belarus into Ukraine, providing important shipping channel between the Baltic Sea and the Black Sea.

Natural resources are mainly represented by thirty types of minerals. Peat is in the first place among energy resources. Peat deposits are quite rich and can be found in every region. Potassium salts take the leading position among the minerals. The country is one of the five biggest suppliers of potassium in the world. There are also deposits of coal, oil,

gravel, sands and clays in Belarus.

The Republic of Belarus has a significant economic potential which makes it possible to produce competitive industrial and agricultural products. The brand «Made in Belarus» is known in many countries. Belarusians participate actively in leading international economic forums. The most developed branches of industry are machine building, radio-electronics, chemical and food industry. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines as well as consumer goods such as bicycles, clocks and watches, refrigerators, TV sets and others.

More than half of the land is used for agriculture. The climatic conditions are favorable for growing potatoes, grains, sugar beet, flax and vegetables. Agriculture specializes in milk and meat production. Livestock production (cattle, hogs, sheep and goats) accounts for more than 50 % of agriculture and is the main source of funds for the development of the agricultural sector of the country.

Belarus exports tractors, heavy lorries, motorcycles, TV and radio-sets, furniture, carpets, textiles, chemicals and foodstuffs. Imports include fuel, natural gas, industrial raw materials, metal, chemicals, cotton, sugar, vegetable oil, fish products, tea, coffee, wine. Fuel is the largest import expenditure. Russia is the most important trade partner. Belarus also conducts trade with the countries of the European Union (Great Britain, Poland, Germany, Lithuania, the Netherlands, Latvia, Belgium and Norway). There is a positive dynamics in cooperation with the traditional partners in Latin America, such as Brazil, Cuba, Ecuador, and in Asia, notably with China, India, Vietnam, Israel, Korea and Japan.

Due to its geographical position right in the center of Europe our country is an international corridor connecting the West and the East. Belarus has an extensive transportation system, including networks of railroads, highways, air and water routes. The major railroad which was built in 1860s to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The M1 is the main road crossing Belarus. It forms a part of European route and is the most important road link in the country connecting Moscow with Poland and Western Europe. There is a system of toll roads in the Republic of Belarus. This technology enables foreign road users to pay tolls.

Belarus has several international airports. Minsk has a modern national airport which accepts international flights from all over Europe. This is the fastest and most comfortable way to get to Belarus, but the most expensive at the same time.

Belarus has a network of water routes that connects the country with the bordering states. Navigation routes are known to go along the Dnepr-Bug Canal, the rivers Sozh, Berezina, Dnepr, Pripyat, Neman and others. They improve water transportation of cargo and passengers by linking the mentioned rivers with the ports on the Baltic Sea and the Black Sea.

Participation in the international organizations enables Belarus to achieve its political goals, contribute to the development of the country and modernize its economy. In 1945 Belarus became a founding member of the United Nations. Today Belarus is a member of over 60 international organizations, among them the United Nations, UNESCO, the World Health Organization, the International Bank for Reconstruction and Development, the International Monetary Fund, the European Bank for Reconstruction and Development, the Customs Union and the Eurasian Economic Union.

Belarus is a presidential republic. State power in the country is formed and realized through three main branches: legislative, executive and judicial. Under the constitution the president is the head of the state and directs the domestic and foreign policy. A two-

chamber parliament is the main legislative body of the state. The executive branch is represented by the Council of Ministers headed by the prime minister. The judicial power in the republic consists of three high courts: the Supreme Court, the Supreme Economic Court and the Constitutional Court. The latter is charged with protecting the constitution. It has the power to review the constitutionality of presidential edicts and the decisions of the other two high courts.

As Belarus is situated in the center of Europe, a lot of wars took place on its territory. The World War II is one of the most tragic periods in the history of Belarus. Its territory was occupied by the Nazi for three years. The country lost more than three million people. Belarus also lost more than half of its national wealth, a lot of towns and villages were ruined.

Nowadays, Belarus has become a sovereign independent state with a well-developed industry and agriculture, science and culture. It contributes to the world peace, friendship and cooperation among nations.

V. Fill in the table below.

Official name	*The Republic of Belarus*
Area Administrative centres Capital Official languages Population	
Ethnic groups Climate Natural resources	
International relationships System of government	

VI. Find equivalents to the following Russian word combinations in the text.

суверенное государство
состоять из шести регионов (областей)
умеренный континентальный климат
редкие виды животных и растений
уникальный туристический центр
судоходный канал
природные ресурсы
месторождения угля
экономический потенциал
производить конкурентоспособные товары
животноводство
промышленное сырьё
платные дороги
достичь политические цели
указы президента

VII. Match the words to form word combinations. Give Russian equivalents to them.

sovereign	system

urban	hills
official	symbol
continental	state
flat	resources
picturesque	airport
thick	centre
national	routes
shipping	language
natural	terrain
leading	climate
transportation	channel
navigation	forest
international	position

VIII. Complete the sentences with correct prepositions. Translate the sentences into Russian.

a) The Republic of Belarus borders _____ Russia, Poland, Ukraine, Latvia and Lithuania.

b) Modern Belarus stretches _____ 650 km from east to west and _____ 560 km from north to south.

c) The Republic of Belarus consists _____ six regions.

d) Minsk is located _____ the centre of the country.

e) About one third of the territory is covered _____ forests.

f) Belarus is inhabited _____ hundreds of rare species of animals and plants.

g) Peat is _____ the first place among energy resources.

h) Belarusians participate _____ leading international economic forums.

i) There is a positive dynamics in cooperation _____ the traditional partners in Latin America.

j) The major railroad in Belarus was built _____ 1860s.

k) Navigation routes go _____ the Dnepr-Bug Canal, the rivers Sozh, Berezina, Dnepr, Pripyat, Neman and others.

l) Participation _____ the international organizations enables Belarus to contribute _____ the development of the country.

m) The executive branch is represented _____ the Council of Ministers.

IX. Read the text again and answer the following questions.

1) Where is the Republic of Belarus situated?
2) What is the territory of the Republic?
3) How many administrative regions are there in Belarus?
4) What is the population of the country?
5) What is the climate of Belarus?
6) What national reserve symbolizes our Republic?
7) What natural resources of Belarus do you know?
8) What are the most developed branches of industry in Belarus?
9) What does agriculture specialize in?
10) Belarus exports various goods, doesn't it? What are they?
11) What is the largest import expenditure?
12) Why is the M1 the main road in the country?

13) What international organizations does Belarus participate in?
14) What can you say about the Republic's political system?
15) How did the World War II influence our country?

X. Make a plan of the text: put the information below in the right order as it is given in the text. Discuss each point of the plan.

1) Industry
2) Nature
3) Geographical position
4) Export, import
5) Population
6) Transportation system
7) Natural resources
8) International organizations
9) Agriculture
10) Political system
11) World war II
12) Climate

XI. Read the text about important facts in the history of our country. Complete the text with additional information about the facts mentioned.

The first written documents of the Belarusian statehood go as far back as 980 AD when Prince Rogvolod began his reign on Polotsk lands, which are the historie and religious center of the Belarusian nation and culture.

From the 13th till the 16th century the territory of contemporary Belarus was the center of a medieval polyethnic state - the Grand Duchy of Litva. The lands of contemporary Belarus, Lithuania, the Ukrainę and a part of Russia comprised this state.

The period that started in the 15th century, when the crusaders expansion was crushed in the west, and lasted until the middle of the 17th century is considered the Golden Age in Belarusian history. This period was marked with significant evolutionary processes in the culture and economy of Belarusian people.

In 1569 the Grand Duchy of Litva and the Polish Kingdom established a political union according to which the Litva-Poland confederation – Rzecz Pospolita – emerged. As a result of three divisions of Rzecz Pospolita in 1772, 1793 and 1795 between three empires – Russia, Austria and Prussia – the Belarusian lands were incorporated into the Russian Empire.

On December 30,1922 the Communist governments of Belarus, Russia, the Ukrainę and Caucasus created the Union of Soviet Socialist Reublics, which included the major part of the former Russian Empire. On August 1991 Belarus declared its independence.

THE REPUBLIC I LIVE IN

I. Pronounce the following words correctly and learn their meaning:

1. divide [di´vaid] – делить
2. include [in´klu:d] – включать
3. promote [prə´məut] – продвигать
4. humidity [hju´miditi] – влажность
5. coniferous [kəu´nifərəs] – хвойный

6. rare [rɛə] – редкий
7. peat [pi:t] – торф
8. gravel [ˊgrævəl] – гравий
9. clay [klei] – глина
10. survey [sə:vei] – обследование
11. recent [ˊri:snt] – недавний
12. contribute [kənˊtribjut] – способствовать
13. output [ˊautput] – продукция
14. account [əˊkaunt] – составлять
15. crop [krɔp] – с/х культура
16. barley [ˊba:li] – ячмень
17. rye [rai] – рожь
18. flax [flæks] – лён
19. livestock [ˊlaivstɔk] – домашний скот
20. expenditure [iksˊpenditʃə] – расход
21. conduct [kənˊdʌkt] – вести
22. connect [kəˊnekt] – связывать
23. serve [sə:v] – служить
24. create [kriˊeit] – создавать
25. legislature [ˊledʒisleitʃə] – законодательная власть
26. judicial [dʒuˊdiʃəl] – судебный
27. protect [prəˊtekt] – защищать
28. enormous [iˊnɔ:məs] – громадный
29. devastation [devəsˊteiʃən] – опустошение
30. rapid [ˊræpid] – быстрый
31. ancient ['eɪnʃənt] – старинный, древний

II. Read the text.

THE REPUBLIC I LIVE IN

The Republic of Belarus is a country in eastern Europe, bordered in the north and east by Russia, in the south by the Ukraine, in the west by Poland, and in the northwest by the Baltic republics of Lithuania and Latvia. The capital and largest city is Minsk, located in the centre of the country.

The total area of Belarus is 207 600 sq km. Belarus is divided administratively into six provinces, or oblasts, which have the same names as their largest cities: Minsk, Brest, Gomel, Grodno, Mogilev, and Vitebsk.

The population of Belarus is over 9.5 mln. Nearly 80 percent of its people are ethnic Belarusians. Russians make up 12 percent. Smaller groups include Poles and Ukrainians. About two-thirds of Belarus people live in urban centres. The official state languages are Belarusian and Russian. In the early 1900's, two Belarusian poets, Yanka Kupala and Yakub Kolas, helped to promote the use of the Belarusian language in literature. Formerly, most literary works were written in Russian or Polish. About 215 daily newspapers are published in Belarus, 130 in Belarusian. Most Belarusians finish secondary school, and many receive higher education. There are a lot of universities in Belarus. The Belarusian State University in Minsk is the largest one.

Belarus has a temperate continental climate, with cool temperatures and high humidity. Belarus has a generally flat terrain with many forests, lakes, and marshes. There are hundreds of rivers and lakes in the country, the largest of which are the river Dnieper

and Lake Naroch. About one-third of the country is covered with forests, mostly coniferous and birch. There is a rich variety of wildlife, including such rare animals as the European bison in the primal forest reserve of Byelovezhskaya Pushcha.

Belarus was long thought to be poor in minerals, its natural resources limited to peat, gravel, sands, and clays. Recent surveys, however, have uncovered major deposits of coal, oil, and potassium salts.

Belarus has a well-developed economy. Manufacturing contributes most of the country's industrial output. The most important manufactured products are tractors, transport vehicles, trucks, agricultural machinery, metal-cutting machines, as well as consumer goods such as motorcycles and bicycles, clocks and watches, refrigerators, television sets, and others.

Agriculture accounts for about a fourth of Belarus' economic output. The principal crops are potatoes, barley, rye, flax and sugar beet. Nearly 60 percent of the country's total land area is cultivated. Livestock (cattle, hogs, sheep, and goats) accounts for more than half the value of agricultural output in Belarus.

Belarus exports transport equipment, machinery, chemicals, and foodstuff. The major Belarusian exports include tractors to Australia, Canada, New Zealand, and the United States. Imports include fuel, natural gas, industrial raw materials, textiles, and sugar. Fuel is Belarus' largest import expenditure. Russia, which supplies most of the country's fuel imports, is the most important trading partner. Belarus also conducts trade with the Ukraine, Germany, Poland, Lithuania and other countries.

Belarus has an extensive transportation system, including railroad and highway networks connecting its cities with other major European cities. The major railroad, which was built in the 1860s'to connect Moscow and Warsaw, runs through Belarus via Minsk and Brest. The best-quality road in Belarus is that which links Moscow with Warsaw. Buses provide most of the transportation within cities.

Belarus has several international airports, the largest of which is located about 50 km east of Minsk: The airport in Minsk serves airlines from Germany, Austria, Poland, Scandinavia, and other countries.

The Dnieper-Bug Canal and other canals improve water transportation by linking many of the rivers with ports on the Baltic and Black seas.

In 1945, Belarus became a founding member of the United Nations. Now Belarus is a member of over 60 international organizations, most notably the United Nations, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the World Health Organization. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and Development.

Belarus is a presidential republic. Under the constitution the president is the head of the state of Belarus and directs domestic and foreign policy. The president creates the Council of Ministers, whose chairman is the country's prime minister. The legislature is a bicameral National Assembly. The judicial system of Belarus consists of three high courts: the Supreme Court, the Supreme Economic Court, and the Constitutional Court. The latter court is charged with protecting the constitution, and its decisions are not subjected to appeal. It has the power to review the constitutionality of presidential edicts and the regulatory decisions of the other two high courts.

The name Belarus is derived from the words Belaya Rus’ (White Russia). The Belarusians trace their history to Kievan Rus, a state founded by East Slavs in the 800's, Belarus made up the northwestern part of Kievan Rus. Belarus became part of Lithuania in

the 1300's. It passed to Poland in the 1500's and to Russia in the late 1700's

Belarus as a sovereign state was established in 1919. In 1922 the Belarusian Soviet Socialist Republic became one of the four founding republics of the Union of Soviet Socialist Republics. In August 1991 Belarus declared its independence.

Nazi Germany occupied Belarus from 1941 to 1944, during World War II. By the summer of 1942 the republic became the location of an extensive partisan movement, which played a major role in undermining the Nazi regime. In 1944 the Soviet Red Army drove out Nazi forces.

As a principal theatre of World War II, Belarus suffered enormous devastation and lost one quarter of its population. Minsk was almost entirely destroyed.

Postwar reconstruction was followed by a period of considerable economic development and rapid industrialization. In the postwar years, Belarus became the major center for the production of tractors and automobiles and an important base for chemicals and other products. Concurrently, the postwar years were marked by rapid urbanization. Minsk developed as the major center of economic, cultural, and political life and the largest urban center with a quarter of the republic's urban residents.

III: Find one synonym to the first word in each row.

1.Rare – unusual – rapid – total

2.Connect – promote – state – join

3.Serve – receive – work for – cover

4.Rapid – rely – quick – quality

5.Notably – nearly – remarkably – domestic

IV. Complete the following sentences.

- Belarus is a country in_____
- The total area of Belarus is _____
- Belarus is divided administratively into _____
- Belarus has a _____
- Belarus has a _____
- Belarus was long thought to be _____
- The most important manufacture products are _____
- Belarus exports _____
- In 1945, Belarus became _____
- Belarus is a _____

Possible answers: eastern Europe; six provinces or oblasts; 207 600 sq. km.; temperate continental climate; poor in minerals; well-developed economy; machinery, foodstuff; machinery, transport equipment; tractors, trucks, agricultural machinery; a founding member of the U.N.; presidential republic.

V. Insert the missed parts of the sentences

- Belarus became _____ of the U.N.

- Under the constitution the president is _____ of the state.
- Belarus as _____ was established in 1919.
- Nazi Germany occupied Belarus _____ during World War II
- By the summer of 1942 the republic became _____ of an extensive partisan movement.
- In 1944 the Soviet Union Red Army _____ Nazi Forces.
- Postwar reconstruction _____ by a period of considerable economic development.
- In the postwar years, Belarus became _____ for the production of tractors and automobiles.
- The postwar years _____ by rapid urbanization.
- Minsk developed as _____ of economic, cultural and political life.

Possible answers: the head; a founding member; the location; a sovereign state; from 1941 to 1944; drove out; was followed; the major centre; were marked; the major centre.

VI. Answer the following questions:

- Where is the Republic of Belarus situated?
- What is the territory of the Republic?
- How is Belarus divided administratively?
- What is the population of the country?
- What is the climate of Belarus?
- What can you say about the natural resources in the Republic?
- Is the economy of Belarus well-developed?
- What can you say about agriculture?
- Belarus exports various goods, doesn't it?
- Is the transportation system in Belarus extensive?
- What international organizations does Belarus participate in?
- What can you say about the Republic's state system?
- What is the history of our country?
- Did Belarus suffer enormous devastation during World War II?
- Postwar reconstruction was followed by a period of considerable economic development, wasn't it?

VII. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

Example:

- Is the total area of Belarus 207,600 sq km?
- What countries does Belarus border with?
- Is Belarus divided into six or four provinces?
- Who promoted the use of the Belarusian language in literature?
- About one-third of the country is covered with forests, isn't it?
- The geographical position of Belarus.
- The nature and resources of the republic.
- Agriculture and industry.
- Export and transportation system.
- The postwar period.

VIII. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

A man should know something of his own country, too, before he goes abroad (Laurence Terne, Irish-born British writer).

Ask not what your country can do for you - ask what you can do for your country (John Fitzgerald Kennedy, US statesman, thirty-fifth President of the USA).

It is a sweet and seemly thing to die for one's country (Horace, Roman poet).

IX. Speak about Belarus with your groupmate in the form of a dialogue.

PLACES TO VISIT IN BREST

I. Read the text. Make a short summary.

The Brest Fortress over the Bug has become a symbol of the eternal glory of the Soviet Soldiers. It was founded on June 1, 1836. The Citadel is the main fortification of the fortress. It is not merely a remarkable military construction; it is an interesting architectural complex.

The Brest Fortress got universal fame during the Great Patriotic War because it took the first blow for itself. The courage of the soldiers of the fortress will always be in the memory of our descendants. At the dawn June 22, 1941(Sunday), Hitler Germany launched its perfidious attack against the Soviet Union without declaring war. Hitler had counted on the "Blitzkrieg": he expected to rout the Soviet Army Forces in a short period of time.

The garrison of the Brest Fortress had to fight under unbelievably hard conditions. The small fortress area of just four square kilometers was steadily shelled by hundreds of guns while planes with swastika on their wings showered it with bombs. The garrison was short of ammunition, medical supplies and food. They were cut off from the water, which had to be fetched under enemy fire.

The defense lasted for over a month. The fortress walls were tumbling down, the bricks melted and the very earth was scorched, but the fortress stood undaunted. The Nazi command was outraged. The Hitler forces mounted one attack after another, sustaining heavy losses, but they were powerless to crush the fighting spirit of the fortress defenders.

The Brest Fortress became one of the sacred monuments of the Soviet people, a symbol of its heroism and endurance, a living example of patriotism. The memorial complex "Brest Hero-Fortress" erected on the site is a tribute commemorating the immortal exploit of its garrison. Today the Brest Fortress is the major tourist sight.

Brest Millennium Monument (2009) – was designed by the Belarusian architect Alexei Andreyuk and sculptor Alexei Pavluchuk to commemorate the millennium of Brest, Belarus. It was erected in 2009 at the intersection of Sovietskaya Street and Gogol Street in Brest. The project was financed by the state budget and public donations.

The monument presents a group of bronze statues. The angel of mercy with a cross is standing at the top of a granite column. 3 statues remember the remarkable historic personalities that are associated with Brest: Vladimir Vasilkovich, who put up a tower in the castle of the town in the 13th century, Vytautas the grand duke of Grand Duchy of Lithuania, Mikolaj "the Black" Radziwill in whose printing shop the first Belarusian book was printed, 3 more statues represent abstract images: warrior, mother, chronicler (who wrote apparently the Primary Chronicle). The total height is 15.1 m, the height of the angel is 3.8 m, the height of the 6 statues is 3m. the diameter of the base is 8.6 m. In April 2011 a

belt of high reliefs appeared around the monument. It depicts history-making episodes of Brest

Unique **Belovezhskaya Pushcha** lies about 70 km from Brest, less than 1.5 hours off by road. The word Pushcha means in Belarusian a forest, but not any forest can be called pushcha, because it implies a virgin forest. That is the only virgin forest, which survived in Central Europe. Pushcha is the largest wildlife reserve in the south west of Belarus.

Incomparable beauty, rich wildlife world, interesting history of Pushcha attract tourists from all over the world. 55 species of mammals, 214 species of birds, 11 amphibious species, 7 species of reptiles, nearly 30 species of fish live in this unique reserve. The king of Pushcha is the East European aurochs, the biggest animal in Europe. Pushcha is rich in deer, roes, elks, wild boars, otters and beavers.

The museum of Pushcha offers a rich display that includes common species of wildlife. Tourists can see some animals in spacious enclosures. Pushcha is a vast open-air laboratory for survey of wildlife world. Visiting the Brest region, you should necessarily see Belovezhskaya Pushcha to admire the majestic beauty of this virgin forest.

There are some other places to visit or to see in our town: a lot of museums, two theatres, several cinemas, parks and other places where you can have a good time. Brest City Park is 100 years old, but it looks quite new after the recent reconstruction.

Other architectural landmarks of the city are:

– St. Nicolas' Orthodox Cathedral (1903),
– St. Simeon's Orthodox Cathedral (1865),
– Resurrection Orthodox Cathedral (1995),
– St. Nicolas' Garrison Orthodox Cathedral (1856),
– Cross Exaltation Roman-Catholic Church (1856),
– Brest Central Railway Station (1886),
– Soviet Street.

BELARUSIAN ECONOMY

I. Read the text. Use the dictionary to look up unfamiliar words.

Belarus has a rather developed economy. It retained well-developed industrial base following the break-up of the USSR. The country also has a broad agricultural base and a high education level. Among the former republics of the Soviet Union, it had one of the highest standards of living. Nowadays approximately 5.3 million people contribute to the economy of Belarus. Of this total, 42 percent are employed in industry; 21 percent in agriculture and forestry; 17 percent in culture, education, and health services; 7 percent in trade; 7 percent in transportation, and 6 percent in miscellaneous pursuits.

Official unemployment rate is lower than 1%. Methods of International Labour Organization (international standard) also include job-seekers who are not registered officially. Many unemployed people in Belarus are trying to avoid registration, because of obligatory public works, while unemployment benefits are very low. In July 2012 World Bank concluded that the real unemployment rate is seven times higher than the official rate. Belarus is a member of Commonwealth of Independent States (CIS) and Eurasian Economic Union (EAEU).

The Gross Domestic Product (GDP) in Belarus was worth 62.572 billion US dollars in 2019. The GDP value of Belarus represents 0.09 percent of the world economy. GDP in Belarus averaged 32.27 USD Billion from 1990 until 2015, reaching an all time high of 76.10 USD Billion in 2014 and a record low of 12.14 USD Billion in 1999. The economy

of Belarus is world's 72nd largest economy by GDP based on purchasing power parity (PPP), which in 2019 stood at $195 billion, or $20,900 per capita. In 2018, Belarus ranked 53rd out of 189 countries on the United Nations Human Development Index, and is in the group of states with "very high development".

Exports provide 50.52% of Belarus' GDP (Nov.2018) with more than a half of exported goods falling in the industrial products category. Major export items: machinery, transport vehicles, chemicals, petrochemical products, rubber, fibers, mineral products, primary metals, fertilizers, food, agricultural raw materials, as well as IT and transportation services. Belarus also holds about 5% in the world exports of dairy products and about 11% of butter.

Belarus is relatively poor in terms of natural resources. It does not have vast amounts of most of the minerals used in modern industrial production. The country has small reserves of petroleum and natural gas.

In the south-east there are small reserves of hard coal, brown coal, and petroleum, but they are not easily accessible and remain undeveloped. The country has large forest reserves. About one-third of the republic is covered in forest.

Belarus does possess, however, one of the world's largest reserves of potassium salts – discovered in 1949 south of Minsk and exploited from the 1960s around the new mining town and fertilizer-manufacturing centre of Soligorsk. Although exports of potash to other former Soviet republics declined significantly in the 1990s, exports to other countries remained at a high level.

The country also is a world leader in the production of peat, which is especially abundant in the Pripyat Marshes. Peat is used as a mulching material in agriculture. In briquette form it is used as fuel.

Among the other minerals recovered are salt, an important deposit of which, near Mozyr, was opened in the 1980s; building materials, chiefly limestone and, near Grodno, quartz sands for glassmaking, both used locally; and small deposits of gold and diamonds.

Belarus is heavily reliant on oil and gas supplies from Russia. These fuel imports reach Belarus via two major pipelines: the Friendship Pipeline carrying oil, and the Natural Lights Pipeline carrying natural gas. The government is attempting to accelerate the development of its raw-material base, but Belarus remains dependent on Russia for most of its energy and fossil-fuel requirements.

Belarus is a highly developed industrial country. The main industries include machine building, instrument making, chemicals, timber processing, textile and clothing manufacture, and food processing.

Manufacturing contributes most of the country's industrial output. The country is known for its heavy-duty trucks, transport vehicles, and tractors. Belarus also manufactures computers, engineering equipment, metal-cutting tools, and such consumer goods as clocks and watches, motorcycles, bicycles, refrigerators, radios, television sets and others. Forests yield many wood products, including furniture, matches, plywood and paper goods. Heavy industry is the most highly developed sector of the economy. Machine-building industry is mostly concentrated in Minsk. It makes various types of tractors, heavy-duty trucks, other heavy machinery and electrical equipment. Belarus specializes in truck manufacturing. The Belarusian Autoworks (BELAZ) is one of the major world manufacturers of mining dump trucks with payload capacity from 25 to 360 tons, as well as the other heavy vehicles, being used in mining and construction branches. The products of BELAZ are supplied to more than 70 countries of the world. Dump trucks are also made in Moghilyov.

During the last years the ICT sector in Belarus receives strong government support

and is one of the top-priority economic sectors to develop. Thus, by the special Law issued in 2005, Belarus Hi-Tech Park was established with the main goal to support software industry. HTP Belarus provides special business environment for IT business with incentives unprecedented for European countries. Since 2015, Hi-Tech Park resident-companies are allowed to get involved in new science-intensive activities. Now, any company engaged in IT and related industries (micro-, opto- and nanoelectronics, mechatronics, telecommunications, radar ranging, radio navigation and wireless communication), information protection and establishment of data processing centers can apply for residency within the HTP and benefit from tax-incentives and other advantages it provides. HTP resident-companies can work and provide services in the field of information system analysis, designing and software development (IT consulting, audit, national information networks maintenance, database development and corporate information systems implementation and support). The export share in the total production volume exceeds more than 90 %. Park specialists teach children and teenagers to program.

Such support for the IT sector in 2019 increased the share of the IT sector, which provided half of the GDP growth.The export of IT services in 2017–2019 increased by 2.4 times. Production growth in the first half of 2019 was 166%. The total export of services of HTP residents in 2019 exceeded $2 billion. In January 2020, the HTP registered 758 companies with a total of more than 58 thousand employees. In April 2020, the number of resident companies in the Park was 818 with a total of more than 61 thousand employees. In July 2020, the number of residents of the Park increased by 71 companiesIn October 2020, another 83 companies became residents of the Hi-Tech Park. Thus, in October 2020, the number of residents of the Park totals 969 companies, which employ more than 65 thousand specialists.

Mobile applications developed by HTP residents are used by more than 1 billion people in over 150 countries of the world. Some major international companies have already opened captive centers or global in-house centers in Belarus: IHS Markit, Playtika, Netcracker, Viber, Yandex, Fitbit, Ciclum, WorkFusion, etc. According to Ernst & Young survey, more than 30% of the Fortune Global 200 companies have worked with HTP residents. The most trending customers are Facebook, Microsoft, Northrop Grumman, PepsiCo, Whirlpool, 3M, Amazon.com, Cisco Systems, HP, Oracle, Xerox, Disney, Intel, Apple and IBM, which have worked with several companies from Belarus.

Agriculture accounts for about a seventh of Belarus' economic output. Belarus has a large amount of farmland. But a short growing season and a lack of fertile soil make farming difficult. Most of Belarus has soils of only moderate fertility, but the better-drained uplands can be productive with fertilizer application. Considerable areas of the swampy lowlands have been drained since the late 19th century, with much of the reclaimed land being used for fodder crops. The agricultural sector in Belarus is dominated by large state and collective farms. State farms operate like government factories, called sovkhozy.

Independent Belarus restructured its banking system into a system consisting of the National Bank of Belarus and a number of commercial banks. Six commercial banks, four formerly state-owned specialized banks Belagroprombank (agricultural sector), Promstroibank (industrial sector), Vneshekonombank (foreign trade), and Belarusbank (savings bank) and two universal banks (Priorbank and Belbusinessbank) dominated the banking system. These banks account for over 80 percent of the banking system outstanding loans and approximately 70 percent of domestic currency deposits. In 1992 Belarus became a member of the International Bank for Reconstruction and Development, the International Monetary Fund, and the European Bank for Reconstruction and

Development.

Belarus has an extensive transportation system, including railroad and highway networks connecting its cities with other major European cities. Belarus has several international airports, the largest of which is Minsk-2, located about 50 km east of its capital.

II. Match the words listed below with the definitions that follow.

supermarket currency imports output expenditure inflation exports crop workforce meadow partner soil farmland industry pasture livestock security upland

1) The produce of cultivated plants, esp. cereals, vegetables, and fruit.
2) A metal or paper medium of exchange that is in current use in a particular country.
3) Something expended, such as time or money.
4) Goods or services sold to a foreign country or countries.
5) Land used or suitable for farming.
6) Goods or services that are bought from foreign countries.
7) Organized economic activity concerned with manufacture, extraction and processing of raw materials, or construction.
8) A progressive increase in the general level of prices brought about by an expansion in demand or the money supply or by autonomous increases in costs.
9) Cattle, horses, poultry, and similar animals kept for domestic use but not as pets, esp. on a farm or ranch.
10) An area of grassland, often used for hay or for grazing of animals.
11) The act of production or manufacture.
12) An ally or companion.
13) Land covered with grass or herbage and grazed by or suitable for grazing by livestock.
14) A certificate of creditorship or property carrying the right to receive interest or dividend, such as shares or bonds.
15) The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water, and air.
16) A large self-service store retailing food and household supplies.
17) An area of high or relatively high ground.
18) The total number of workers employed by a company on a specific job, project, etc.

III. Group the following words into eight synonymous groups:

amount, low-priced, occupation, swamp, cheap, machinery, profession, various, equipment, marsh, pursuit, vast, extensive, miscellaneous, quantity, inexpensive, need, requirement

IV. Group the words that follow into six antonymous groups:

cheap, high, poor, rich, employment, long, private, short, expensive, low, public, unemployment

V. Complete the following sentences with the appropriate terms from the list below.

agriculture, industrial production, CIS countries' markets, energy needs, livestock, farming, farmland, potassium salts, forest reserves, service industries,

heavy industry, small businesses, industrial output, trading partner

1. Minerals are used in modern ... .
2. The country has large ... .
3. Belarus possesses one of the world's largest reserves of ... .
4. Belarus generates only about 12 percent of its own ... .
5. Manufacturing contributes most of the country's... .
6. ... is the most highly developed sector of the economy.
7. ... accounts for about a seventh of Belarus' economic output.
8. Belarus has a large amount of ... .
9. A short growing season and a lack of fertile soil make ... difficult.
10. Cattle, hogs, and sheep are the most important ... raised in the country.
11. ... are industries that produce services, not goods.
12. Many individuals and families are starting ... .
13. A great amount of goods produced by Belarusian industries and agriculture is oriented towards the ... .
14. Russia, which supplies most of the country's fuel imports, is the most important ... .

VI. Do you think the following statements are true or false? Discuss your answers in pairs.

1. The national economy of Belarus is well-developed.
2. Belarus has vast amounts of most of the minerals used in modern industrial production.
3. The country has large reserves of petroleum and natural gas.
4. The country is a world leader in the production of peat.
5. Belarus is heavily reliant on oil and gas supplies from Russia.
6. Belarus satisfies all its energy needs.
7. Heavy industry is the least developed sector of the economy.
8. The chief chemical product is potassium fertilizer.
9. The Gomel area is Belarus' leading manufacturing centre.
10. Agriculture accounts for about a half of Belarus' economic output.
11. Belarus has a large amount of farmland.
12. The agricultural sector in Belarus is dominated by private farms.
13. The transition to private farms proved to be slow and difficult.
14. Service industries are well developed in Belarus.
15. Belarus proper consumes most of the goods produced.
16. Belarus has an extensive transportation system

GRAMMAR EXERCISES

Verb (Tense. Voice)

Ex. 1. Use the Present Perfect or the Past Indefinite instead of the infinitives in brackets.

1. You (to behave) like this ever since I first (to come) here. 2. It (to happen) when I (to be) out. 3. She just (to remind) me that we (to be) at school together. 4. I never (to have) the slightest desire to be an actress. 5. I (to meet) Tom this morning at the station. 6. I’m very sorry, Doctor, but Doctor Griffiths (to go) to Swansea on important business. 7. She

(to finish) cleaning the bathroom, then she (to begin) peeling potatoes. 8. I (to see) her name in the (papers) rather often of late. 9. They (to leave) just a week ago today. 10. Most of the children here (to have) measles already. 11. They (to talk) much that evening. 12. 'I (to do) something,' he (to think). 'Oh, I (to do) something real at last.' 13. The bell (to ring) repeatedly, but they (not to answer) it, and presently it (to stop). 14. You can't see Herb. He (to be) out. – No, he (not to be). I (to watch) him to go in with his dad and he (not to come) out yet. 15. She (to lift) her bag from the sideboard and (to take) out a two-shilling piece.. 16. 'Good morning, Mrs Watt,' she said. 'Eric (to tell) you what to do? 17. I (to love) you since I (to see) you walk into that classroom. 18. I don't think I (to be) out more than a couple of minutes. 19. The thing is that I (to come) to have a talk. 20. I'm her sister, and we (to have) only each other since Dad (to die).

Ex. 2. Use the Past Indefinite or the Past Continuous instead of the infinitives in brackets.

1. She (to go) to the back door, and as she (to raise) her hand to knock, the young man (to open) the door suddenly. 2. While the eggs (to boil) I (to go) out into the hall and (to phone) Jo. 3. He (to begin) to walk fast down the hedge; he couldn't see where he (to go). 4. She (to invite) him to the party she (to give) on Saturday. 5. He (to pause). They all (to look) at him now, interested. 6. She (to have) the satisfaction of seeing that Betty (to get) more and more ill at ease. 7. I (to wash), (to brush) my hair and we (to start). 8. It (to rain) hard and she (to run) for taxi. 9. Near her a small boy (to play) silently. 10. She (to look) up to see if we (to listen). 11. Next day, when the car (to come) we (to vanish) into the bush. 12. And all the while she (to think)how to get the money from Christie. 13. For the first time he (to notice) Heidi (to wear) a new dress: a simple affair of dep blue. 14. Lizzi (to eat) busily and (not to raise) her head. 15. It so (to happen) that she (to dine) that very evening at Timothy's. 16. Mrs Pimley (to come) into the drawing-room where we all (to sit) reading the papers after breakfast.

Ex. 3. Use the Past Indefinite or the Past Perfect instead of the infinitives in brackets.

1. Suddenly he (to grit) his teeth in angry exasperation. Not only he (to omit) to leave his card; he (to forget) to tell them who he (to be).2. It (to be) perfectly true that he never (to take) the slightest interest in his clothes, a suit off the peg always (to serve) him excellently, (to cover) him, (to keep) him warm without elegance. 3. It (to be) nine o'clock and we (to come) to her room two hours before, as we (to do) often on those winter evenings. 4. At once Helen (to smile) at me; yet I (to see) that it (to be) an effort for her to clear her mind of what (to go) before. 5. Gideon (to wake) early that morning possibly because the ringing of the fire alarm (to be) in his mind most of the night. 6. He (to graduate) from Queen's College before he (to take) his master's degree at Christ Church, Oxford. 7. 'What he (to say)? Tell us! Tell us!' He (to tell) them what he (to say) and what the rector (to say) and, when he (tell) them, all the fellows (to fling) their caps and (to cry): 'Hurroo!' 8. When he (to come) back to his seat his manner (to change). He (to be) gentle and kind. 9. He (to see) he (to be) already further out than he (to hope) to be at this hour. 10. By the time Fenella (to take) off her coat and skirt and (to put) on her flannel dressing-gown, grandma (to be) quite ready. 11. No sooner we (to put) down our glasses than the waiter (to refill) them. 12. Inquiring for her at tea-time Soames (to learn) that Fleur (to be) out in that car since two.

Ex. 4. Use the Present Indefinite or the Future Indefinite instead of the infinitive in brackets.

1. I (not to mention) it unless he (to do). 2. You go home and if we (to see) Tommy Flynn we (to tell) him. 3. Within a week you (to agree) with me. 4. Of course it can't last, but when it (to come) to an end it (to be) a wonderful experience for him. It really (to make) a man of him. 5. He (to dance) attendance upon her as long as she (to let) him. 6. I (not to work) any more today); I (to stay) with you. 7. I (not to want) Eliza to have the shock of your news until she (to make) it up with these two gentlemen. 8. He (to let) Mrs Rodd go free tonight – on condition that we all (to leave) tomorrow. 9. If you (not to intend) to go in for the whole day you'd better let me know and I (to ring) up when I (to get) to work and tell them you (to be) sick. 10. You just stay there until I (to tell) you, my girl, and I (to clean) up the house. 11. If you (to wait) ten minutes, I (run) both of us round in the car. 12. When you (to be) up in the sanatorium it (not to seem) so bad, I (to be) sure. 13. Now I (to tell) you a secret if you (too promise) not to tell anyone. 14. It (not to be) so long till we (to be) together and then it (not to be) so hard for him. 15. Once I (to get) her into one of those sanatoria, you (to have) no expenses at all, but until there (to be) a vacancy I can't get her in.

1.4 THE SOCIO-POLITICAL PORTRAIT OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

GREAT BRITAIN

I. What are the first three things which come into your mind when you hear the words 'Britain' or 'the British? Continue the phrase:

When I think of the British, I think about ….

The following prompts are likely to help you: *bad weather, the royal family, corgi, pubs, cricket, double-decker buses, Shakespeare, Big Ben.*

II. Read the following words and learn their meaning.

1)	to refer	обращаться, ссылаться
2)	to comprise	включать, содержать
3)	island	остров
4)	to occupy	занимать
5)	to influence	оказывать влияние
6)	current	течение
7)	infrequent	нечастый
8)	monarchy	монархия
9)	legislation	законодательство
10)	institution	учреждение
11)	issue	вопрос, проблема
12	to represent	представлять
13)	chamber	палата
14)	majority	большинство
15)	support	поддержка
16)	to appoint	назначать
17)	mining	горная промышленность
18)	construction	строительство
19)	abundant	богатый, изобилующий
20)	beverage	напиток

21) insurance — страхование
22) stockbroking — биржевое маклерство
23) consultancy — консалтинг
24) livestock — домашний скот
25) poultry — домашняя птица
26) to damage — наносить ущерб

III. Match the words in the box with definitions 1-12.

to appoint	*issue*	*construction*	*support*
island	*stockbroking*	*to comprise*	*current*
to damage	*mining*	*to influence*	*abundant*

1) existing in large quantities
2) an important subject or problem that pe are dis
3) an area of land that has water around it
4) to o c someone for a j
5) to harm or break something
6) the natural flow of air or water in one direction
7) agreement with an i, g, or p
8) the industry or activity of removing coal and other substances from the earth
9) to consist of particular parts or members
10) the work of building or making something, especially buildings, bridges, etc.
11) to have an effect on people or things
12) the job or activity of buying and selling stocks and shares for other people

IV. Read the text. Use the dictionary to look up unfamiliar words.

GREAT BRITAIN

How much do you know about the United Kingdom? The first thing that comes to one's mind is the weather. It is boring, isn't it? British people don't like it because of its changeability. This feature makes it distinct from the rest of the world. But there are still many interesting facts that make the UK a unique country.

There is an important thing we should know about the UK. Officially the country's name is the United Kingdom of Great Britain and Northern Ireland, but sometimes the name Britain is used to **refer** to the United Kingdom as a whole. The United Kingdom **comprises** four geographical and political parts: England, Scotland, Wales and Northern Ireland. London is the capital and the largest city of the country. It is among the world's leading commercial, financial and cultural centres. Other major cities include Birmingham, Liverpool, Manchester, Belfast, Leeds and others.

The territory of the country is surrounded by water, having only one land border with Ireland. The United Kingdom is separated from the continent by the English Channel. The country occupies an area of over 242,000 sq km and has a population of over 67 million (2019). The United Kingdom covers most of the British Isles, a collection of over 6,000 **islands** of which Great Britain is the largest. England, Scotland and Wales **occupy** the island of Great Britain. Northern Ireland occupies the north-eastern part of the island of Ireland.

The main factor **influencing** the weather of the British Isles is their position close to the ocean. It means that the UK receives a large amount of rain. On the whole the country has a temperate climate with generally cool temperatures and plentiful rainfall all year

round. Atlantic **currents** warmed by the Gulf stream bring mild winters, and British summers are cooler than those on the continent. In general the weather in the UK is often cloudy and rainy, and high temperatures are **infrequent**. In addition the weather conditions are extremely changeable. The English sometimes say you can't plan your day because every moment it can start to rain.

The United Kingdom is a constitutional **monarchy** and parliamentary democracy. The current monarch and the head of the state is Queen Elizabeth II. The monarch undertake various official and representational duties. At the same time the government runs the country. The head of the government is the prime minister (PM) who is the leader of the majority political party. The British Constitution is not based on a single document, it is only partly written and is flexible. Its basic sources are parliamentary **legislation** and law decisions. That's why the country is often said to have an unwritten constitution.

The British Parliament often referred to as the "Mother of Parliaments" is one of the oldest legislatures in the world. It consists of the monarch, the House of Commons and the House of Lords. Parliament is the legislative body of the United Kingdom and the primary lawmaking **institution**.

The work of the two houses of Parliament is similar: making laws, checking the work of the government, discussing the current **issues**. Nevertheless the House of Commons often called simply the Commons is more powerful as it decides which laws will be discussed and passed. The House of Commons is publicly elected from the four political divisions that make up the United Kingdom. The UK voters elect 650 Members of Parliament (MPs) to **represent** their interests in the House of Commons.

The House of Lords often called the Lords is the second **chamber** in the UK Parliament. It is made up of around 800 members. They are not elected. The role of the Lords is generally recognized to be complementary to that of the Commons.

The two main political parties in the United Kingdom are the Conservative Party and the Labour Party. Since 1945 eight general elections have been won by the Conservative party and six by the Labour Party; the great **majority** of the members of the House of Commons have belonged to one of these parties. The Conservative Party developed from the old Tory Party which began in the late 1600's. The Labour Party began in 1900. Much of its support comes from trade unions.

The Liberal Party is the third significant party, but it has never received enough **support** to form the national government. It is much smaller than either the Conservative or the Labour Party.

The party which wins most seats at a general election usually forms the government. The Prime Minister is usually the leader of this party. The Queen **appoints** the Prime Minister after each general election. As the head of the Government, the prime minister selects the Cabinet, choosing its members from among those in Parliament who generally agree with his intended policies. The largest minority party becomes the official Opposition with its own leader and the "Shadow Cabinet". The leader of the Opposition is elected by his or her fellow party members.

Major segments of the British industry include energy, **mining**, manufacturing and **construction**. One of the strongest components of the British industry is the energy sector. The United Kingdom is a net exporter of energy. In addition to oil, the Kingdom has **abundant** reserves of natural gas, coal, and atomic power. Most of the kingdom's energy resources are concentrated in the North Sea.

The UK has a strong manufacturing tradition that goes back to the origins of the Industrial Revolution. In the XIX century the UK was a world leader in producing key

materials associated with the Industrial Revolution: coal, steel, textiles, steam engines and ships. The most important manufactured products today are machinery, fuels, chemicals, food, **beverages**, tobacco. The UK is also the major supplier of vehicles, aerospace products, electrical and electronic equipment. The country is responsible for 10 % of the world's export of services, including banking, **insurance**, **stockbroking**, **consultancy** and computer programming. The main export partners are The USA, Germany, France, Ireland, the Netherlands, Belgium and Spain.

Agriculture in The UK is today intensive, highly mechanized and efficient, producing about 60 % of food needs with only 2 % of the labour force. Around two thirds of production is devoted to **livestock**, one third to arable crops. The livestock products include **poultry**, cattle and sheep, milk, meat, eggs and wool. Farmers grow wheat, barley, oats, potatoes, oilseed rape and sugar beets. British farming corresponds to the world's tendencies in agriculture: farmers have to adopt more environmentally friendly methods such as organic farming. It does not use artificial chemicals that can **damage** the environment and human health. There are several types of farming practiced in the UK: arable farming (growing of crops and cereals), pastoral farming (rearing and production of animals) and mixed farming (the combination of arable and pastoral farming). There is also market gardening which is the production of fruits and vegetables.

The United Kingdom of Great Britain and Northern Ireland is one of the most powerful nations and strongest economies in the world. It occurred to be among the world's first industrialized countries.

V. Fill in the table below.

Official name Capital	*The United Kingdom of Great Britain and Northern Ireland*
Major cities	
Area Population	
Political divisions Climate System of government	
Segments of industry Agricultural products	
International partners	

VI. Find equivalents to the following Russian word combinations in the text.

a) уникальная страна
b) сухопутная граница
c) расположение недалеко от океана
d) с обильными осадками круглый год
e) чрезвычайно изменчивы
f) нынешний монарх
g) выполнять различные официальные и представительские обязанности
h) законодательный орган
i) обсуждение текущих вопросов
j) товарищи по партии
k) богатые запасы природного газа, угля и атомной энергии

l) электрическое и электронное оборудование
m) экспорт услуг
n) высокомеханизированный
o) экологически чистые методы

VII. Match the words to form word combinations. Find Russian equivalents to them.

environmentally	country
interesting	force
Atlantic	programming
making	changeable
temperate	sector
mixed	rainfall
industrialized	friendly
energy	climate
financial	laws
computer	current
plentiful	farming
intended	policy
weather	fact
extremely	centre
labour	conditions

VIII. In the sentences below fill in the appropriate part of speech derived from the word on the right.

1) The weather in the UK is _____, isn't it?	BORE
2) The United Kingdom consists of four _____ divisions.	POLICY
3) The British Isles is a _____ of over 6,000 islands.	COLLECT
4) High temperatures are _____ in the UK.	FREQUENT
5) The weather on the islands is extremely _____.	CHANGE
6) The British Constitution is based both on a parliamentary legislation and law _____.	DECIDE
7) The two houses of Parliament check the work of the _____.	GOVERN
8) The House of Commons is more _____.	POWER
9) Employees join a trade _____in order to have their interests and goals better represented.	UNITE
10) In _____, the Kingdom has reserves of natural gas and coal.	ADD
11) The UK is one of the main _____ of aerospace products.	SUPPLY
12) The UK occurred to be among the world's first _____ countries.	INDUSTRY
13) Mixed farming is the _____ of arable and pastoral farming.	COMBINE
14) Market gardening is the _____ of fruits and vegetables.	PRODUCE

IX. Read the text again and answer the following questions.

1) What is the official name of Great Britain?

2) What are the four geographical and political parts of the UK?
3) What are the largest cities of the country?
4) How does the geographical position influence the weather of the British Isles?
5) Why is the UK often said to have an unwritten constitution?
6) Who is the political leader of the country?
7) Who is the official head of the state?
8) What are the functions of the Houses of Parliament?
9) What are the main political parties in the United Kingdom?
10) What are the major segments of the British industry?
11) What are the most important manufactured products in the UK?
12) What services does the country export nowadays?
13) Which types of farming are practiced in the UK?
14) What does the term 'organic farming' mean?

X. Make a plan of the text: put the information below in the right order as it is given in the text. Discuss each point of the plan.

1) Industry
2) Geographical position and population
3) Parliament and political parties
4) Agriculture
5) Political system
6) Official name
7) Climate

THE ENGLISH CHARACTER

I. Read and translate the text.

Customs and traditions always reflect the character of the nation. It is a common knowledge that every nation has a reputation of this or that kind. Here are **some views on the British character** or the character of the people who live on the British Isles.

The British people are said to be **very polite and well-mannered**. "Please, thank you and Excuse me" are used very often in Britain. They are rather conservative and reserved. They are considered to be the world's tea drinkers.

Newspapers and TV form our opinion about different countries. So, what do you imagine when you think of Britain and its people?

What are the British like?

- friendly and polite
- conservative and well-mannered
- cold and reserved

People who live in Britain are called British. Many people think that 'English' is the same as 'British'. But England is only one of the four nations in the UK. The Scots, Welsh and Northern Irish are British too. They sometimes get angry when they are called 'English'.

There are also millions of British people whose parents first came to Britain in the 1950s and 1960s from the Caribbean, India, Pakistan, Hong Kong and other places. Their homes are mainly in the big English cities like London, Birmingham and Manchester.

Foreigners have many ideas what the English are like. For example, many people say that they are **cold and reserved, friendly and well-mannered**. You hardly find a person in

England who dislikes tea drinking, home cooking and gardening. Their sense of humour is known all over the world.

As for other characteristics which are associated with the English, they are **egoism, self-confidence, intolerance of outsiders, independence, love of comfort** and a strong belief in private property. **Moderation, the avoidance of extremes,** the choice of middle way is among the essential qualities of the English.

The English have a **strong sense of individualism** which can be explained by the uniqueness of the British which was isolated from the European continent for a long time.

One thing never fail to confuse foreigners when they come to Britain and it is British meals. The English are used to certain food and seem never get tired of it. The legendary English breakfast is a hearty meal and a perfect start to a hard working day. This favourite meal consists of bacon, eggs, tomato, fried bread and a variety of sausages. It is usually finished off with slices of toast spread with orange marmalade and a cup of tea with milk (which is traditionally called English tea) or lemon.

The English are very **fond of tea**. They drink tea four or five times a day, but afternoon tea (which is usually taken at 4 or 5 p.m.) is a special treat.

Dinner is usually at 7 o'clock. It is the most substantial meal of the day and is a very formal one. Many people even wear special clothes for dinner.

The English are said to be **a nation of stay-at-homes**. Their famous saying "There is no place like home" is known all over the world. When the Englishman is free, he likes to be at home with the company of his wife and children. There is another saying which is typical for the English – "The Englishman's house is his castle."

Undoubtedly, the English are rather **conservative.** They are proud of their customs and are reluctant to change them in a way. Examples of the English conservatism, such as eating traditional English food or reading a newspaper in the morning are well-known worldwide. On a large scale their conservatism is expressed through the attitude to the monarchy, for an example. The local conservatism can be easily noticed in private traditions observed at schools and societies. So, Britain is the country of traditions and they make a nation special.

Such are the English as we see them.

Englishmen are also known for their **devotion to animals and pets.** The English firmly believe themselves to be the only nation on the Earth that is really kind to its animals. Contrary to the English, **the Scotts, the Welsh and the Irish are somewhat different.**

The Scotts are rather **kind**, but at first glance not as friendly as the English perhaps. They **like extremes**. Sometimes, they seem to be **gloomy** and grey, whereas quite often they are highly coloured and **extravagant**. The Scotts are probably best known to the world for their traditional costume, **the kilt,** the short skirt worn by men. It has been the dress of Highlanders since old-times and has been very suitable for going through the wet, moorland country.

Wales is the place where national spirit and national pride are more intense than in any other part of the UK. **The Welsh** eagerly wear their national dress on festival occasions. The Welsh language is still preserved and taught in schools side by side with English. The Welsh are known for their **highly developed artistic sense**, as well as a distinguished record in the realm of poetry, singing and drama.

In the Northern Ireland the pace of life is slightly different from the whole of the country. Everything moves slowly, and people are usually not much in a hurry. Most of the Irish are considered to be **hard-headed, business-like, self-conscious and very**

superstitious. Another national feature is that they are desperately afraid of being laughed at.

It is may seem difficult to tell an Englishman from an Irishman or a Scottish person and in this case a surname may help. If their surnames start with 'Mac' or 'Mc' (for example, McDonald), this person is sure to come from Scotland or Ireland. The surnames that start with 'O' (for example, O'Brien) are always Irish.

II. Sometimes GB is called a strange island because some customs and manners differ from those accepted in other countries.

Choose what is usual for Britain.

- to queue in a line waiting for a bus
- to greet a friend as many times as you meet him during a day
- to shake hands each time you meet your friends
- to take off shoes as soon as you enter someone's home
- to keep a distance talking to a person (to stay at least an arm's length away)
- to jump the queue waiting for a bus
- to bump into another person

III. ***There are some stereotypes about national characters. Translate the sentences into Russian. Use Complex Subject.***

- The Irish are said to be great talkers.
- The Scots are thought to be careful with money.
- The English are considered to be great tea-drinkers.
- The Russians are beleived to be lazy.

Which of the statements are stereotypes?

IV. ***Make up sentences about the manners in your country. Use the sentences and the example.***

- Take off your shoes entering someone's home.
- Make way for a girl or older people.
- Give up your seat in favour of older people or other people who need it.
- Say "Good appetite" to people that are having a meal.
- Greet your friends each time you meet them during the day.
- Jump the queue waiting for a service.

V. ***Some older people think that today young people are bad-mannered. What makes them think so? What rules do the young people sometimes break? What manners do you consider to be good or bad? Do you always follow these "rules of good behavior"?***

VI. ***Can you explain the proverb "When in Rome do as Romans do"?*** **Give the equivalent of the proverb in your language.**

WHAT I KNOW OF THE COUNTRY THE LANGUAGE OF WHICH I STUDY

I. Pronounce the following words correctly and learn their meaning:

1. refer [r'ɪfə:] – относиться, иметь отношение
2. occupy ['ɔkjupaɪ] – занимать
3. influence ['ɪnfluəns] – влияние, влиять
4. mild [maɪld] – мягкий
5. refresh [rɪ'freʃ] – освежать
6. explorer [ɪks'plɔ:rə] – исследователь
7. monarch ['mɔnək] – монарх
8. powerful ['pauəful] – сильный
9. division [dɪ'vɪʒən] – деление
10. delay [dɪ'leɪ] – откладывать, задерживать
11. defeat [dɪ'fi:t] – отменять
12. support [sə'pɔ:t] – поддерживать
13. emerge [ɪ'mə:dʒ] – появляться
14. appoint [ə'pɔɪnt] – назначать
15. pick [pɪk] – выбирать
16. oppose [ə'pəuz] – выступать против
17. fellow ['feləu] – товарищ
18. salary ['sælərɪ] – жалованье, оклад
19. criticize ['krɪtɪsaɪz] – критиковать
20. survive [sə'vaɪv] – пережить, уцелеть
21. resource [rɪ'sɔ:s] – ресурсы, возможность
22. harvester ['ha:vɪstə] – уборочная машина
23. drilling machine ['drɪlɪŋ] [mə'ʃi:n] – сверлильный станок
24. household appliances [haushəuld] [ə'plaɪənsɪz] – бытовая техника
25. remain [rɪ'meɪn] – оставаться
26. join [dʒɔɪn] – присоединяться

II. Read the text.

The United Kingdom is a country in northwestern Europe. The nation's official name is the United Kingdom of Great Britain and Northern Ireland. When people refer to the country, most of them shorten its name to the United Kingdom, the U.K., Great Britain, or Britain. The United Kingdom consists of four political divisions - England, Scotland, Wales and Northern Ireland. London is the capital and the largest city. The United Kingdom occupies an area of over 244,000 sq km and has a population of over 58 million. About 90 percent of the population of the United Kingdom live in urban areas. The most important cities are London, Birmingham, Liverpool, Manchester, and Leeds.

The United Kingdom covers most of an island group called the British Isles. The British Isles consist of two large islands - Great Britain and Ireland - and thousands of small islands. England, Scotland, and Wales occupy the island of Great Britain. Northern Ireland occupies the north-eastern part of the island of Ireland. Britain's longest rivers are the Severn and the Thames. Bristol, Liverpool, London, and other cities are important ports.

The United Kingdom has a mild climate. The climate is influenced by the Gulf Stream, a warm ocean current that flows past the British Isles. Steady southwest winds blow across this current and bring warmth in winter. In summer, the ocean is cooler than the land. Winds over the ocean come to Britain as refreshing breezes. The sea winds also bring plentiful rain. The United Kingdom has rain throughout the year, and rarely is any

section of the country dry for as long as three weeks.

The United Kingdom has a rich history. The British started the Industrial Revolution, a period of rapid industrialization that began in the 1700 s. They founded the largest empire in history. They have produced some of the world's greatest scientists, explorers, artists, and political leaders.

The United Kingdom is a constitutional monarchy. Queen Elizabeth II is the head of the state, but the cabinet of senior politicians called ministers actually governs the country. The prime minister is the head of the government.

The Constitution of the United Kingdom is not one document, as are the constitutions of many other countries. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.

Parliament makes the laws of the United Kingdom. The British Parliament has been called the Mother of Parliaments because many of the world's legislatures have copied features from it.

Parliament is the chief lawmaking body. It consists of the monarch, the House of Commons, and the House of Lords.

Of the two houses that make up Parliament, the House of Commons often called simply the Commons, is by far the more powerful. The House of Commons has 651 members, elected from the four divisions that make up the United Kingdom. A general election must be held at least every five years.

The House of Lords, often called the Lords, was once the strongest house of Parliament, but today it has little power. It can delay, but not defeat, any bill that the Commons is determined to pass. The House of Lords has about 1,200 members. The people do not elect them.

The two largest political parties in the United Kingdom are the Conservative Party and the Labour Party. The Conservative Party developed from the Tory Party, which began in the late 1600's. It has always been one of the main parties in Britain. The Labour Party began in 1900.Much of its support comes from labor unions, called trade unions.

For many years, another party, called the Liberal Party, was the Conservative Party's chief opponent. It developed from the Whig Party, which emerged in the late 1600's. But by the mid-1930's, the Liberal Party had become much smaller than either the Conservative or the Labour party. The Prime Minister is usually the leader of the political party that has the most seats in the House of Commons. The king or queen appoints the prime minister after each general election. The prime minister selects about 100 ministers. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet. The largest political party in the House of Commons that opposes the party in power is called Her (or His) Majesty's Opposition. The head of that party is the leader of the opposition. The leader is elected by his or her fellow party members but is paid a salary from the government funds. The opposition has the duty of criticizing the government in power and standing ready to set up a new government. For this reason, the leading members of the opposition party are popularly referred to as the Shadow Cabinet.

The United Kingdom is an important manufacturing and trading nation. In fact Britain can survive only by manufacturing and trading. The country's farms produce only about two-thirds of the food needed by the people. Except for coal, natural gas, and oil, Britain has few natural resources. The country must import about a third of its food and many of the raw materials it needs for manufacturing.

The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British

factories also make railway equipment, household appliances, and machine tools.

The Industrial Revolution began in Britain's textile industry. Today Britain remains an important producer of cotton and woolen textiles.

Many British farmers practice mixed farming – that is they raise a variety of crops and animals. Britain's most important crops are barley, potatoes, rapeseed, sugar beets and wheat. Sheep are Britain's chief live-stock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with the members of the European Community, which the United Kingdom joined in 1973. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden and Switzerland.

III. Find one synonym to the first word in each row.

1. powerful – influence – strong – refresh

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2. delay – postpone – occupy – refer

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3. support – defeat –mild – help

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4. emerge – leave – appear – appoint

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5. pick – join – take – oppose

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6. salary – fellow – explorer – payment

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7. resource – wealth – harvester – division

IV. Find the suitable meaning to each of the words.

1. survive –	a) dividing or being divided
2. remain –	b) assembly which makes laws
3. division –	c) continue to live or exist
4. plentiful –	d) higher in rank, authority
5. rapid –	e) In large quantities
6. senior –	f) moving, happening with great speed
7. legislature –	g) be still present

V. Translate the sentences into Russian. Pay attention to the Infinitive.

Example: The country is often said to have an unwritten constitution. Часто говорят, что в стране нет конституции в письменном виде.

1. A general election must be held at least every five years.

2. The House of Lords can delay, but not defeat, any bill that Commons is determined to pass.

3. From them, the prime minister picks a special group of about 20 ministers to make up the Cabinet.

4. Much of it is not even in writing, and so the country is often said to have an unwritten constitution.

5. His duty is to inform everybody immediately.

6. The opposition has the duty to criticize the government in power and standing ready to set up a new government.

7. Britain can survive only by manufacturing and trading.

VI. Complete the following sentences:

1. The United Kingdom is a country in _____.
2. The U.K. occupies an area of over _____.
3. The U.K. covers most of an island group called _____.
4. The British Isles consist of two large islands – _____.
5. The U.K. has a _____.
6. The sea winds also bring _____.
7. The U.K. has a _____.
8. The country must import _____.
9. A general election must be held at least _____.
10. Many British farmers practice _____.

Possible answers: north-western Europe; 244 000 sq km; plentiful rain; mild climate; rich history; the British Isles; Great Britain and Ireland; a third of its food; every five years; mixed farming.

VII. Insert the missed parts of the sentences:

1. Great Britain covers most of an _____ called the British Isles.
2. The U.K. has _____ throughout the year.
3. The British started the _____ in the 1700s.
4. A cabinet of senior politicians called ministers actually _____ the country.
5. The Constitution of the U.K. is not one _____, as are the constitutions of other countries.
6. Parliament makes the _____ of the country.
7. The House of Lords was once the _____ of Parliament.
8. The Prime Minister is usually the _____ of the political party that has the most seats in the House of Commons.
9. The king or queen appoints the _____ after each general election.
10. The U.K. is an important _____ and trading nation.

Possible answers: Industrial Revolution; rain; island group; manufacturing; prime minister; leader; strongest house; laws; document; governs.

VIII. Answer the following questions:

1. What is the official name of Great Britain?
2. Where are the British Isles situated?
3. What are the four political divisions of the United Kingdom?
4. Why does the United Kingdom have a mild climate?
5. What can you say about the state organization of the United Kingdom?
6. Why is the British Parliament called the Mother of Parliaments?
7. What are the main political parties in the United Kingdom?
8. What is the ruling political party in Great Britain at present?
9. Who is the prime minister in the United Kingdom nowadays?
10. Who was the first woman to hold the office of prime minister of the United

Kingdom?

11. Does the United Kingdom rank among the top industrial countries?

12. What British industry did the Industrial Revolution begin in?

IX. Discuss the following points of the text in the form of a dialogue. Use all types of questions.

Example: 1. Does the United Kingdom consist of four political divisions?

2. Where is the UK situated?

3. What country occupies an area of over 244,000 sq km?

4. Do the British Isles consist of two or three large islands?

5. Britain's longest rivers are the Severn and the Thames, aren't they?

1. The geographical position and population.
2. The country's history and state system.
3. The political parties.
4. The industry of the country.
5. British agriculture.
6. The country's trade.

X. What do you think the authors meant by the following statements? Do you agree or disagree? Give reasons to support your opinion.

1. When people say England, they sometimes mean Great Britain sometimes the United Kingdom, sometimes the British Isles, - but never England (George Mikes, Hungarian-born British writer, 1912-87).

2. But of all nations in the world the English are perhaps the least a nation of pure philosophers (Walter Bagehot, British economist and journalist, 1826-77).

3. England is... a country infested with people who love to tell us what' to do, but who very rarely seem to know what's going on (Colin MacInnes, British novelist, 1914-76).

XI. Read the article and say in 2-5 sentences what it is about.

London Celebrates 150 Years of the Tube

On January 9th 1863 the London Underground opened for the first time. Now the Tube is a central part of life in the British capital.

On January 9th, 1863, a steam-powered train left London's Paddington Station. Packed with passengers, it snaked three and a half miles under the soil of London to Farringdon, a station close to the city's financial heartland. Today, the same journey takes place thousands of times every year.

The first half of the 19th Century was a boom period for industrialization and London was changing radically: trade traffic packed the streets, pollution filled the air and the population more than doubled.

Now, as it celebrates its 150th anniversary, the Tube incorporates eleven lines and 270 stations. Some 527 trains each travel 114,500 miles every year, carrying over one billion passengers.

During World War II platforms and stations functioned as makeshift bunkers, where nearly 200,000 slept as bombs rained down on London. By the middle of the Blitz, 2,400 gallons of tea and cocoa were served underground every night and washrooms, libraries and 22,000 bunk beds had been installed.

But the Tube is not always regarded with affection. When the Circle Line opened in

1884 the Times newspaper claimed that a journey on it was ‘a form of mild torture which no person would undergo if he could conveniently help it’. Today temperatures in some parts of the network can reach 32°C - too hot to legally transport animals - and the air quality is so bad that one twenty minute journey is deemed the equivalent of smoking a cigarette.

Answer the following questions:

1. How many lines, stations and trains does the London Underground have now?
2. How was the London Underground used during World War II?
3. Does the London Underground make a positive contribution to people’s quality of life?

XII. Speak about Great Britain with your groupmate in the form of a dialogue.

XIII. Read the text. Use the dictionary to look up unfamiliar words.

The UK Economy

The economy of the United Kingdom is highly developed and market-orientated. It is the sixth-largest national economy in the world measured by nominal gross domestic product (GDP), ninth-largest by purchasing power parity (PPP), and twenty second-largest by GDP per capita, comprising 3.3% of world GDP. In 2016, the UK was the tenth-largest goods exporter in the world and the fifth-largest goods importer. It also had the second-largest inward foreign direct investment, and the third-largest outward foreign direct investment. The UK is one of the most globalised economies, and it is composed of England, Scotland, Wales and Northern Ireland. The country's gross domestic product is $2.743 trillion in 2019.

Service industries account for about two-thirds of the United Kingdom's gross domestic product. More than 70 percent of British workers are employed in service industries. The country's service industries are concentrated in and near its largest cities, especially London.

Finance, insurance, and real property is the most important service industry in Britain. This industry accounts for a larger portion of the United Kingdom's GDP than any other industry. Most of the country's financial companies operate in London, one of the world's leading financial cities. Major financial institutions in London include the Bank of England (1), the United Kingdom's national bank, the London Stock Exchange (2), and Lloyd's of London insurance society (3).

Community, social, and personal services rank second among the service industries in the United Kingdom. This industry employs more British workers than any other service industry. It includes such activities as education and health care, and advertising and data processing.

Wholesale and retail trade is the third most important service industry in Britain. The most valuable wholesale trading activities include the distribution of petroleum and textiles. Aberdeen and London are important centres of petroleum refining and distribution. Leeds is the chief centre of the British clothing industry. Retail trade is centred in London, which has thousands of small shops and attracts millions of tourists yearly. Tourism is another of Britain's important service industries. It is a growing source of income and employment. Other large service industries in the United Kingdom include government,

transportation and communication, and utilities.

The United Kingdom is a leading industrial nation. Most British industries are in central England, the London area, the Scottish Central Lowlands, the Newcastle upon Tyne area, and southern Wales. Britain ranks as an important steel producer. It exports nearly half of its finished steel. The rest is used in Britain to make hundreds of products. Much steel is used in automobiles, buses, trucks, and motorcycles. Britain also produces heavy machinery for industry, farming, and mining. The country is one of the world's largest producers of tractors. Other products include cranes, earth movers, road graders, harvesters, and drilling machines. British factories also make railway equipment, household appliances, and machine tools. The city of Sheffield is famous for its high-quality knives and hand tools.

British Aerospace makes a wide range of jet aircraft. It is the largest aerospace company in Europe. Rolls-Royce is world famous for airplane engines as well as luxury automobiles. Space satellites and weapons defense systems are also produced in Britain. Aerospace equipment and heavy machinery are major British exports.

An increasing percentage of Britain's manufactured goods consists of sophisticated electronic equipment. Much of this equipment is exported. Factories produce such items as cable television equipment, data processing equipment, fibre-optic communications systems, radar devices, and undersea telephone cables.

The chemical industry in Britain produces a variety of products – from industrial chemicals to plastics and soap. Britain is the fourth largest exporter of pharmaceuticals. The country's pottery industry is centred in Stoke-on-Trent. Outstanding names in British pottery include Worcester, Spode, and Wedgwood.

The United Kingdom is one of the world's chief centres of printing and publishing. British companies print paper money and postage stamps for many countries. Books published in Britain are exported to countries throughout the world.

The Industrial Revolution began in Britain's textile industry. Today, Britain remains an important producer of cotton and woollen textiles. British manufacturers also make synthetic fibres and fabrics. England's east Midlands region is a centre for the production of lace and knitwear. Cotton and wool are produced in northern England. Scotland produces knitwear and is famous for its fine woollen products. Northern Ireland has a world-wide reputation for its linen goods.

Britain has one of Europe's largest clothing industries. The biggest centres are Leicester, Leeds, London, and Manchester. British clothing has long been famous for its quality. But today, Britain imports more clothing than it exports because many countries with lower labour costs can produce clothing more cheaply than the British can.

Processing of foods and beverages ranks as one of Britain's major industries. Most processed foods and beverages are consumed in Britain. But some are exported. Scotch whisky has a large world market. Other British industries manufacture bricks and cement, furniture, leather goods, glassware, and paper.

Britain imports about a third of its food supply. The imports include avocados, bananas, oranges, peppers, pineapples, and other items that cannot be easily grown in Britain's climate.

The United Kingdom has about 240,000 farms. About two-thirds of Britain's farmers own the farms on which they live. The rest rent their farms. About half the people who operate or work on farms do so on a part-time basis. Many British farmers practice mixed farming – that is, they raise a variety of crops and animals. Methods of mixed farming vary from farm to farm. In the rough highlands of Scotland, Wales, and western England, grass

grows much better than farm crops. There, farmers use most of their land for grazing. The land in southern and eastern England is drier and flatter, and it is more easily worked. Farmers in eastern England use most of their land for raising crops.

Britain's most important crops are barley, potatoes, sugar beets, and wheat. Farmers in southern and eastern England grow almost all the country's sugar beets, and wheat and most of its barley. Potatoes are grown throughout the United Kingdom. Farmers in southern England grow most of Britain's fruits and garden vegetables. One of the most productive regions is the county of Kent in south-eastern England. It is called the Garden of England and is famous for the beautiful blossoms of its apple and cherry orchards in springtime. Farmers in Kent also grow hops, which are used in making beer.

Sheep are Britain's chief livestock. Farmers in almost every part of the country raise sheep for meat and wool. British farmers also raise beef cattle, dairy cattle, and hogs. Chickens are raised mainly in special mass-production plants.

The United Kingdom is a major world producer of petroleum, coal, and natural gas. These three fuels account for about 85 percent of the value of total mineral production in the country. Petroleum is Britain's most valuable mineral. British oil wells produce about 650 million barrels of petroleum a year. In the past, the country had to import petroleum to meet its needs. But during the 1970's, Britain began producing petroleum from wells in the North Sea. Today, Britain's oil wells provide nearly all the petroleum that the country uses and also supply petroleum for export.

Britain's largest coal-mining region lies near the River Trent in central England. Coal from this area is an important source of fuel for the country's electric power plants. Britain obtains natural gas from deposits below the North Sea. These deposits provide enough gas to meet most of the country's needs. Britain's next most important minerals, in order of value, are sand and gravel, limestone, and clays. The Southwest Peninsula has fine china clay, used in making pottery. South-eastern England has large deposits of chalk, used for cement. Other British minerals include sandstone and gypsum.

The United Kingdom ranks as a leading trading nation. Britain once imported chiefly raw materials and exported mostly manufactured products. However, manufactured goods now account for about three-fourths of British imports and also about three-fourths of its exports. Britain exports aerospace equipment, chemicals and pharmaceuticals, machinery, motor vehicles, petroleum, and scientific and medical equipment. Its imports include chemicals, clothing, foods (especially fish, fruit, vegetables, meat, coffee, and tea), machinery, metals, motor vehicles, paper and newsprint, petroleum products, and textiles.

Most of the United Kingdom's trade is with other developed countries. France, Germany, and the United States are Britain's leading customers and suppliers. A growing proportion of the country's trade is with members of the European Union. Other trade partners include Canada, Ireland, Japan, Norway, Saudi Arabia, Sweden, and Switzerland.

The value of Britain's imports of goods usually exceeds the value of its exports. British banks and insurance companies make up part of the difference by selling their services to people and firms in other lands. Another important source of income is the spending by the more than 15 million tourists who visit the United Kingdom each year. The British merchant fleet also brings in money by carrying cargoes for other countries. The income from all these invisible exports exceeds $200 billion a year.

Roads and railways carry most passenger and freight traffic within the United Kingdom. An excellent system of high-speed motorways links major cities and towns. Bus systems provide local and intercity transportation. Lorries carry about 80 percent of the inland freight. An extensive rail network crisscrosses the United Kingdom. The railroads

are owned by the government and provide excellent high-speed passenger service, as well as freight hauling.

Britain has a large merchant fleet. The ships in the fleet carry British-made goods to ports throughout the world and bring back needed imports. British ships also carry freight for other countries. There are about 80 ports of commercial significance throughout the United Kingdom. The country's inland waterways are used to carry freight, as well as for recreational boating. The Thames, which flows through London, is Britain's busiest river and one of the busiest in the world.

British Airways, the United Kingdom's largest airline, operates flights to all parts of the world. Smaller airlines provide service within Britain and to other countries. Britain's largest airports are Heathrow and Gatwick, both near London, and those at Birmingham, Glasgow, and Manchester.

Britain has about 100 daily newspapers. About 15 have nation-wide circulation. Their main offices are in London. The Sun and the Daily Mirror have the largest circulations. Other leading papers include The Times, The Guardian, The Daily Telegraph, and The Independent.

The British Broadcasting Corporation (BBC), a public corporation, provides commercial-free radio and television service. The BBC is financed chiefly by yearly licenses that people must buy to own a television set. Television stations controlled by the Independent Television Commission and radio stations controlled by the Radio Authority broadcast commercials.

I. Group the following words into nine synonymous groups.

aggregate	external	leading	national
cheap	foreign	low-cost	naval
chief	gross	low-priced	overseas
commercial	important	main	significant
complex	inexpensive	major	sophisticated
domestic	inland	marine	total
entire	international	mercantile	trading

II. Read the following text and find synonyms for the highlighted words.

The **leading** position of British commerce in world trade during the 18th and 19th centuries resulted largely from the geographical isolation of the British Isles from the wars and political troubles that afflicted the centres of trade on the European continent. The development of the great **trading** companies, colonial expansion, and **naval** control of the high seas were corollary factors. Before the 17th century the **foreign** trade of England was almost completely in the hands of foreigners; wool was the principal export, and manufactured goods were the chief imports. Under the **mercantile** system, which in Great Britain was the prevailing economic theory of the 17th and 18th centuries, the government fostered British **foreign** trade, the development of shipping, and trading companies. As British overseas possessions increased, the raising of sheep for wool and mutton became a major occupation in the colonies; the practice of exporting wool from England and importing manufactured woollen articles was gradually replaced by the import of wool and the manufacture and export of yarns and fabrics. Cotton textiles, iron and steel, and coal soon became **significant** British exports.

III. Group the words that follow into six antonymous groups.

cheap	full-time	low	personal
expensive	high	national	public
foreign	invisible	part-time	visible

IV. Fill in the blanks in this passage, using the words from the list.

companies	goods	land
countries	government	petroleum
crops	imports	trade
economy	industry	workforce

The United Kingdom has a developed mixed private and public-enterprise (1) that is largely based on services, especially international trade, and manufacturing. The (2) controls the production of coal, steel, and ships; it also runs certain utilities, the railways, and most civil aviation. The gross national product (GNP) is growing faster than the population, but only slowly. The GNP per capita lags behind those of most other western European (3).

Agriculture accounts for less than 2 percent of the GNP and employs some 2 percent of the (4). Farming is highly mechanized, though farms are not extremely large, and is dominated by the raising of sheep and cattle. Pastures cover about one-half of the land. Arable (5) is limited to less than one-third of the nation's land area, and the United Kingdom is not agriculturally self-sufficient. Chief (6) include barley, wheat, sugar beets, and potatoes.

The mineral (7) accounts for approximately 6 percent of the GNP but employs less than 1 percent of the workforce. Production from oil fields in the North Sea has allowed the United Kingdom to become virtually self-sufficient in (8). The United Kingdom's coal industry, despite its steady decline since the early 1950s, remains one of the largest and most technologically advanced in Europe.

Manufacturing industries account for one-fifth of the GNP and employ a similar proportion of the workforce. Small (9) predominate, though companies with 500 or more employees employ a larger percentage of the workforce. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, metal goods, precision instruments, petrochemicals, and other chemicals.

Exports of (10) and services account for as much as a third of the GNP, and the British merchant navy remains one of the world's largest. The European Union, which the United Kingdom joined in 1973, accounted for nearly half of the country's (11) before brexit. Exports to Commonwealth countries also represent a significant share of the United Kingdom's total exports and ordinarily exceed (12).

GREAT BRITAIN: THE LAND OF INSPIRATION

I. Read the text and be ready to discuss it.

Although you may think of Britain as England, it is really three countries in one. Scotland in the North, and Wales in the West, were once separate countries. They have different customs, traditions, languages and, in Scotland's case, different legal and educational systems, all fought over with the English centuries ago, and even now not entirely resolved. Both the Scottish language Gaelic, and particularly Welsh, can still be heard spoken in each country, but nevertheless English is still their main language.

Britain is a deceptively large island and is surrounded by some varied – and very beautiful – coastline, which is worth exploring. Some of the best sandy beaches are found in Devon and Cornwall, where they are washed by shallow Atlantic seas and overlooked by craggy, granite cliffs.

Beyond London, Britain's landscape varies from the soft rolling hills of Southern England, through the flatter expanses of the Midlands, to the dramatic hills and lakes of Northern England, Wales and Scotland.

Historical towns abound in the south. Oxford is a world famous university town dating back to the 12th century. Bath is an elegant spa town built over the remains of a similar Roman settlement.

In the hub of England lies an area steeped in heritage, unspoiled countryside, bijou villages and lively cities competing for attention. This is an area of contrasting landscapes and architectural styles, with meandering rivers and picturesque market towns that have changed little with time. Stratford-upon-Avon, the birthplace of William Shakespeare, and Cambridge with its architectural glories and peaceful, unhurried atmosphere, Nottingham, home to the medieval outlaw Robin Hood and his merry men, must all surely merit a visit too.

Some of the country's most inspiring landscapes await you in the north of England. It is a peaceful and pastoral region boasting no less than five National Parks. In Cumbria you will find the Lake District, a stunning combination of mountains, lakes and rushing streams that have inspired countless poets, artists and writers, including Wordsworth and Beatrix Potter, who lived in the area. The spectacular views of the Lake District are a magnet to fell-walkers, climbers and watersports enthusiasts.

Scotland conjures up images of dramatic mountains, lochs, tartan, bagpipes and fine malt whisky. Scotland is all this and much more besides... it's a land rich in royal heritage, with turreted castles, Highland games and historical towns and cities

Landscapes in Scotland are breathtaking in their variety, and have sustained and inspired the unquenchable spirit of Scotland.

The soaring Highlands, with deep glens cradling jewel-like lochs attest to the drama and beauty of Scotland's landscapes. Southwards lie high moorland, green rolling hills and scattered abbey ruins of the Lowlands. The Scottish Isles – the Hebrides, the Orkneys and the Shetlands – belong to another peaceful and idyllic world.

If mountains, glens and lochs embody the scenery of the Highlands; clans, tartans and bagpipes, porridge and whisky are its essence.

The cities are just as diverse as the landscapes. Edinburgh, the graceful capital, is dominated by an imposing 12th century castle. In contrast is the Georgian Edinburgh of attractive squares, tree-lined avenues and elegant shopping thoroughfares (renowned for their classic tartans and cashmere sweaters). The city's rich cultural heritage is highlighted by its spectacular International Festival.

Glasgow is the cultural centre of Scotland and its exuberant festivals are widely acclaimed. Housing some of the finest museums and galleries in Europe, the city is great for culture hunters.

Magnificent scenery with imposing castles on just about every vital hill top, a long and colourful history, a country where its people have maintained a separate identity, an ancient language and a passion for their song and poetry... this, unquestionably, is **Wales.**

You'll know you are in a different country as soon as you cross the border from England and see the road signs in English and Welsh. The Welsh word for their country is 'Cymru' meaning 'the land of comrades'. And it goes without saying that you'll find the

Welsh open, friendly, and good at making people welcome.

The Welsh people with a rich and ancient culture that is instilled in everyday life even today, are famed for their love of poetry and song. The Welsh gift for singing in harmony is praised worldwide and male choirs can be found almost in every village. The best places to hear their song are at festivals of music, the best known of which is the Eisteddfod.

Yet this is not just a "Land of Song", it is also a land of mountains, a heaven for those invigorated by fresh air and open spaces. The rugged and untamed Snowdonia National Park lies to the north, a favourite with walkers and climbers.

Wales is also renowned for its enchanting castles. There are more castles to the square mile than in any other country in the world. These mighty fortresses and romantic ruins are reminders of historic battles. They were built by Welsh princes as a defence from their neighbours, then more castles were constructed by the Normans, and later still the English to keep the fiery Welsh at bay.

Cardiff, the capital of Wales, is a rich tapestry of culture and history. Wherever you walk in this truly cosmopolitan city you will discover art and architecture that echo many ages and ideals. One of the chief glories of the capital is the magnificent Cardiff Castle, started by the Romans, enhanced by the Normans and lavishly adorned more recently.

If you like impressive castles and nature at its most dramatic, have a love of poetry, song... and British team sports like rugby... Wales will not disappoint you.

Hardly 85 miles from top to bottom, **Northern Ireland** can be explored in just a week. The delightful variety of Northern Ireland's scenery - blue mountains, forest parks, island-studded lakes, and a spectacular coastline - is matched by the country's richly varied cultural inheritance. There are ancient tombs, Celtic crosses, early monasteries, and a range of exciting visitor attractions, which put this heritage into context.

Highlights of the northern coast include the extraordinary volcanic formations of the Giant's Causeway and the oldest licensed whiskey distillery in the world.

Belfast's lively cultural scene, with concert halls, theatres and world-class musical entertainment, draws in visitors from all over. The largest arts festival in the whole of Ireland is held in Belfast each November.

Discover the delightful beauty of Northern Ireland, and you soon realise that this is a country just pretending to be small.

Britain is a land so rich in diversity that it is only the beginning of your journey of discovery. But we do hope that it is a pleasant start - and a taste of things to come!

GRAMMAR EXERCISES

Verb (Tense. Voice)

Ex. 1. Use the Present Perfect or the Past Indefinite instead of the infinitives in brackets.

1. You (to behave) like this ever since I first (to come) here. 2. It (to happen) when I (to be) out. 3. She just (to remind) me that we (to be) at school together. 4. I never (to have) the slightest desire to be an actress. 5. I (to meet) Tom this morning at the station. 6. I'm very sorry, Doctor, but Doctor Griffiths (to go) to Swansea on important business. 7. She (to finish) cleaning the bathroom, then she (to begin) peeling potatoes. 8. I (to see) her name in the (papers) rather often of late. 9. They (to leave) just a week ago today. 10. Most of the children here (to have) measles already. 11. They (to talk) much that evening. 12. 'I (to do) something,' he (to think). 'Oh, I (to do) something real at last.' 13. The bell (to ring) repeatedly, but they (not to answer) it, and presently it (to stop). 14. You can't see Herb. He

(to be) out. – No, he (not to be). I (to watch) him to go in with his dad and he (not to come) out yet. 15. She (to lift) her bag from the sideboard and (to take) out a two-shilling piece.. 16. 'Good morning, Mrs Watt,' she said. 'Eric (to tell) you what to do? 17. I (to love) you since I (to see) you walk into that classroom. 18. I don't think I (to be) out more than a couple of minutes. 19. The thing is that I (to come) to have a talk. 20. I'm her sister, and we (to have) only each other since Dad (to die).

Ex. 2. Use the Past Indefinite or the Past Continuous instead of the infinitives in brackets.

1. She (to go) to the back door, and as she (to raise) her hand to knock, the young man (to open) the door suddenly. 2. While the eggs (to boil) I (to go) out into the hall and (to phone) Jo. 3. He (to begin) to walk fast down the hedge; he couldn't see where he (to go). 4. She (to invite) him to the party she (to give) on Saturday. 5. He (to pause). They all (to look) at him now, interested. 6. She (to have) the satisfaction of seeing that Betty (to get) more and more ill at ease. 7. I (to wash), (to brush) my hair and we (to start). 8. It (to rain) hard and she (to run) for taxi. 9. Near her a small boy (to play) silently. 10. She (to look) up to see if we (to listen). 11. Next day, when the car (to come) we (to vanish) into the bush. 12. And all the while she (to think)how to get the money from Christie. 13. For the first time he (to notice) Heidi (to wear) a new dress: a simple affair of dep blue. 14. Lizzi (to eat) busily and (not to raise) her head. 15. It so (to happen) that she (to dine) that very evening at Timothy's. 16. Mrs Pimley (to come) into the drawing-room where we all (to sit) reading the papers after breakfast.

Ex. 3. Use the Past Indefinite or the Past Perfect instead of the infinitives in brackets.

1. Suddenly he (to grit) his teeth in angry exasperation. Not only he (to omit) to leave his card; he (to forget) to tell them who he (to be).2. It (to be) perfectly true that he never (to take) the slightest interest in his clothes, a suit off the peg always (to serve) him excellently, (to cover) him, (to keep) him warm without elegance. 3. It (to be) nine o'clock and we (to come) to her room two hours before, as we (to do) often on those winter evenings. 4. At once Helen (to smile) at me; yet I (to see) that it (to be) an effort for her to clear her mind of what (to go) before. 5. Gideon (to wake) early that morning possibly because the ringing of the fire alarm (to be) in his mind most of the night. 6. He (to graduate) from Queen's College before he (to take) his master's degree at Christ Church, Oxford. 7. 'What he (to say)? Tell us! Tell us!' He (to tell) them what he (to say) and what the rector (to say) and, when he (tell) them, all the fellows (to fling) their caps and (to cry): 'Hurroo!' 8. When he (to come) back to his seat his manner (to change). He (to be) gentle and kind. 9. He (to see) he (to be) already further out than he (to hope) to be at this hour. 10. By the time Fenella (to take) off her coat and skirt and (to put) on her flannel dressing-gown, grandma (to be) quite ready. 11. No sooner we (to put) down our glasses than the waiter (to refill) them. 12. Inquiring for her at tea-time Soames (to learn) that Fleur (to be) out in that car since two.

Ex. 4. Use the Present Indefinite or the Future Indefinite instead of the infinitive in brackets.

1. I (not to mention) it unless he (to do). 2. You go home and if we (to see) Tommy Flynn we (to tell) him. 3. Within a week you (to agree) with me. 4. Of course it can't last, but when it (to come) to an end it (to be) a wonderful experience for him. It really (to make) a man of him. 5. He (to dance) attendance upon her as long as she (to let) him. 6. I (not to work) any more today); I (to stay) with you. 7. I (not to want) Eliza to have the shock of your news until she (to make) it up with these two gentlemen. 8. He (to let) Mrs

Rodd go free tonight – on condition that we all (to leave) tomorrow. 9. If you (not to intend) to go in for the whole day you'd better let me know and I (to ring) up when I (to get) to work and tell them you (to be) sick. 10. You just stay there until I (to tell) you, my girl, and I (to clean) up the house. 11. If you (to wait) ten minutes, I (run) both of us round in the car. 12. When you (to be) up in the sanatorium it (not to seem) so bad, I (to be) sure. 13. Now I (to tell) you a secret if you (too promise) not to tell anyone. 14. It (not to be) so long till we (to be) together and then it (not to be) so hard for him. 15. Once I (to get) her into one of those sanatoria, you (to have) no expenses at all, but until there (to be) a vacancy I can't get her in.

Ex. 5. Use the required future or present tense instead of the infinitives in brackets.

1. I expect we (to see) a lot of each other. 2. I (to get) old and (to have) children by then. 3. In a minute I (to join) you, my friend. 4. She knows that if she (to come) she (to have) a chance of a happier and surer life than she has had. 5. You don't think it (to rain), do you? 6. In a week you (to drive) with this woman in the Park. She (to be) your constant guest, your dearest friend. 7. I (to start) out on my round by the time you (to go). 8. I (to think) of you day and night. 9. If you (to mention) her name again, I (to knock) you down. 10. You (to stay) in Rome long? 11. Why, we (to work) all night and (to finish) everything by midday tomorrow. 12. Bart and your mother (to come) to dinner. 13. I (to stink) American until I (to drop) dead. 14. Our people (to wait) at the emergency entrance. 15. Mum, I think we (to leave) for Chicago sooner than we thought. We (to start) getting ready tomorrow morning.

Ex. 6. Use the required tense of the Passive Voice instead of the infinitives in brackets.

1. Each candidate (to question) in turn by two separate examiners. 2. Andrew saw at once that she (to instruct) carefully beforehand. 3. He insisted on seeing the article before it (to publish). 4. While the meal (to prepare) the mother sat by the sick child's bedside. 5. Jennie (not to forget). We all remember her. 6. He opened his eyes and (to blind) by a circle smaller than the moon. 7. Not a single copy of the books he spoke of ever (to ask). 8. I (to inform) that you (to see) in Church Street in conversation with a young gentleman. 9. The room just (to move) into, it smells wet paint. 10. He didn't utter a word, knowing that whatever he said (to meet) by the same silence. 11. My question (not to answer) properly yet. 12. The shop looked shabbier in artificial light: the shelves were dusty and the ceiling (not to paint) since I went there.

Ex. 7. Use the required passive forms instead of the infinitives in brackets.

1. Her brother (to elect) president of the new concern. 2. Do you know how pictures (to sell) nowadays? 3. She stared at the picture that (to snap) the night before at Morocco. 4. Back in the living-room, when coffee (to pour), Lily excused herself and left us. 5. Soames thought that perhaps Irene knew she (to shadow). 6. Then he wanted tools and nails, and soon all the closets and shelves (to put) in order. 7. As his eyes cleared he saw that the lantern (to hold) in the air. 8. He felt he (to enlist) for the fight, that some duty (to lay) upon his shoulders. 9. The lists (to send) to both newspapers and now (to print). 10. There was vibration on the ground floor, and even more on the second, where I (to take). 11. When the goods (to pay) for a heavy freight wagon halted in front of the store. 12. In company with Suel James they ate dinner. While cigarettes (to roll) after the meal, Nowlen and his foreman went into the office. 13. All the things that Roberta and Harmon did for Ted (to do) for themselves long before Ted was born. 14. The ash-trays still held last night's cigarette ends, the sofa pillows (not to straighten), and there were two magazines on the floor in the exact position in which they (to leave) the previous night.

15. Don't keep telling me I'm pretty. I (to tell) that ever since I was twelve. 16. The letter said that for his thesis Andrew (to award) his M.D. 17. She looks like a spoiled child who (to punish). 18. Do you realize that these animals (to use) to save men's lives, perhaps your own lives?

Ex. 8. Use the required active or passive forms instead of the infinitives in brackets.

1. He (not to waste) time with foolish questions like why, when and where. He (to do) as he (to tell). 2. Always a punctual woman, she (to come) downstairs as the front door (to open) for Charles. 3. Some kind of public demonstration (to plan) to take place at the airport tonight. 4. The flight (not to announce) yet. It (not to announce) for another half-hour, at least. 5. The message, as Tanya (to dictate) it, (to type) by a girl clerk in New York. 6. She could tell by the inclination of his head that he (to listen) intently to everything that (to say). 7. It (to be) an old house that (to divide) into flats. 8. Julia can't know what (to say) about her, and someone must tell her. 9. Each apartment usually (to share) by two or three girls. They (to know) as stewardess' nests. 10. Inez (to occupy) a chair in the room's centre to which she (to guide) on arrival. 11. He (to see) that the doors of Trans America Flight Two (not to close) yet, and a few remaining passengers still (to check) in.

2.1 MY FUTURE SPECIALTY AND ITS IMPORTANCE FOR THE ECONOMIC DEVELOPMENT OF THE REPUBLIC OF BELARUS:

MY FUTURE PROFESSION.

I. В.Н. Бгашев, Е.Ю. Долматовская Английский язык для машиностроительных специальностей. Москва Астрель 2005

Text Engineering 99
Text Mechanical Engineers (71-72)
Text The Engineering Profession 79
Text Educating Tomorrow`s Engineers (77-78)
Text Mechanical Engineering (105-106)
Text Educating Tomorrow`s Engineers (77-78).

II. Write an essay "How I See Myself in the Future"

GRAMMAR EXERCISES

Modal verbs

Ex. 1. **Fill in the blanks with the verbs can or may.**

1. It … have been anything serious, or I should have remembered. 2. You … have noticed that I happen to wear my hair rather long. 3. She … never remember clearly what came after. 4. You … have noticed he was not himself at lunch. 5. If she … only see what he's really like! 6. … I now and then come and sit here and talk to you? 7. I … have more questions to ask you later. 8. … you possibly lend us a hundred pounds? 9. It … have been some days ago – weeks perhaps. Or – it … have been yesterday afternoon. 10. One … not know, you see, what is important. 11. He chose an inside table against the back wall where he … look over the other tables to the people walking in the street. 12. Of course, I … be imagining it, but I don't think I am. 13. Be careful – did you hurt yourself? You … have struck your head on that marble chimney-piece. 14. 'Shirley, don't hate me.' – 'Hate you? How … I hate you?' 15. I … have one or two people coming in tomorrow evening. Why not join us? 16. I … not bring myself to forgive him. 17. … I order you something? 18. Shirley … have told you what she wouldn't like to tell me. 19. She … see no harm in just bringing Josephine on the terrace. 20. You … have seen Mr de Winter's name in the papers recently. 21. She turned on the light as though it … warm her. 22. Yes, it was awful,

but what … I do? – You … have asked my advice!. 23. Harry … often be seen sitting on the porch with a pipe in his mouth.

Ex. 2. Fill in the blanks with the verbs can, may or must.

1. Perhaps he went to the beach by another way, I … have missed him. 2. They … not have had the key. It never left me day and night. 3. 'Impossible,' I cried. 'You … be making a mistake.' 4. Will you give him these cards and ask if we … see him for a moment? 5. You … go upstairs and use our bathroom. 6. But surely he … have gone to the wrong flat. That is the only possible solution. 7. Yes, you … leave the room now. But be careful. 8. She … have been talking to your father, she … not have been talking to anyone else. 9. He's honest enough, whatever else he … be. 10. You absolutely … come and see that place. 11. He was a nice-looking young fellow with a touch of graying hair at the temples though he … not have been much over thirty. 12. I strolled across the lawn to the house, aware that they … be watching me still from a chink in the shutters. 13. Let me introduce you to Monsieur Poirot, of whom you … often have heard. 14. But it … not have been anything serious, or I should have remembered. 15. Some astonishment … have shown itself on his face, for she looked at him and paused. 16. Perhaps it … have been better if you hadn't written letters to us. 17. She asked the fishmonger if she … leave the basket with him while she got some other things. 18. … I have some more of that delicious salad, do you think? 19. Helena, you … not leave him. He needs you, I know he needs you. 20. I adore Scarlatti. Partly because only musicians … play him. 21. I … have been the first person to put on that mackintosh since the handkerchief was used. 22. What you tell me … be true, but it happened many years ago. 23. Her hair hung down so that Anne … not see her face. 24. It … have been twenty minutes past seven when he heard the call. That ... be a fact useful to the police if anything … be discovered. 25. I … swim when I was five. Daddy taught me. 26. You … also address me as Aunt Augusta for the future.

Ex. 3. Fill in the blanks with must, have to or be to.

1. To work with method, one … begin from the beginning. 2. I … be getting sentimental. 3. Nowadays one … do nearly everything oneself. 4. I … think who she was talking about. She … have meant your father. 5. He … leave the vessel at Melbourne and go off at once to the gold-fields. 6. I had left my key at home, and my servant … let me in. 7. I … be mad, coming here like this. 8. We … dine together and then go to the Opera. 9. But who was it – Daniels or O'Murphy? It … have been one of the two. 10. The man lost his way and … drive back half a mile. 11. It seemed horrible to him that it was here the fatal portrait … be hidden away. 12. The man … touch him twice on the shoulder before he woke. 13. This was comedy, one … not make it into tragedy. 14. Two days ago I asked Sybil to marry me. I am not going to break my word to her. She … be my wife. 15. I am afraid that you … go back the way you came. There is no through road. 16. She … not to return to dear Mamma or to Sheffield, not ever again. 17. The next afternoon there … be an attack up the river. 18. The carriage … have come back by this time. 19. Sooner or later we all … pay for what we do. 20. I asked what time the attack … be and they said as soon as it was dark. 21. I was very hot and … take a drink of beer to cool my mouth.

Ex. 4. Fill in the blanks with the verbs can, may, must, should, ought, need, have to, be to.

1. At this time Strickland … have been nearly forty-seven. 2. 'Real friends … have everything in common, ' the Miller used to say. 3. Surely he … have stayed with her on her birthday! 4. She … never have married him! 5. You … not bother with these things here for you are among friends. 6. If anything … happen to me, my wife will be left very badly off. 7. That young American chap … have overheard something too. 8. Tell him I'd wait twenty years for him if I .. do. 9. This … be the very last dinner he would ever eat at Ella's. 10. He

… go to business, why … other people stay in bed merely because it was dark and foggy? 11. I … have insisted on going by myself and who knows I … have got a job when I got to London. 12. You … not be afraid, I never cry. 13. Why … you and I talk about it? 14. He suggested that I … stay with him for a few days so that he … show me something of the surrounding country. 15. It … be a tiny path, or it … extend for miles. 16. I think I … find some girl, who'll just look after me. 17. Well, my dear fellow, you …not eat as if you were going to eat it all. 18. Harris said there … have been twenty people following him in all. 19. It was of himself and his own future, that he … think. 20. It's not my secret. But I'll see what I … do, because I think both you and John … be told. 21. I … say that you … have shown more consideration. 22. It's absurd to have a hard and fast rule about what one … read and what one … not.

2.2. FOOD PROCESSING HISTORY

UNIT 1.

1. Match the phrases below with the appropriate Russian equivalents.

1. food processing	a) сохранять продукты питания
2. to lose nutrients	b) подвергаться особой обработке
3. food spoilage	c) терять питательные вещества
4. to preserve food	d) пищевая промышленность; технология производства пищевых продуктов
5. to delay deterioration	e) замедлять порчу
6. to undergo special treatment	f) порча продуктов питания
7. to take measures	g) массовое производство
8. smoked meat	h) консервант
9. steaming	i) искусственный заменитель сахара
10. fermenting	j) пастеризация
11. to remove moisture	k) усовершенствованное оборудование
12. to spoil	l) сублимационная сушка
13. canning	m) принимать меры
14. tin can	n) брожение
15. mass-producing	o) удалять жидкость
16. pasteurization	p) консервирование
17. freeze drying	q) портиться
18. refined machinery	r) жестяная банка
19. artificial sweetener	s) обработка паром
20. preservative	t) копченое мясо

2. Read and translate the text.

FOOD PROCESSING HISTORY

Farmers grow fruits and vegetables and fatten livestock. What happens between the time food leaves the farm and the time it is eaten at the table? Like all living things, the plants

and animals that become food contain tiny organisms called microorganisms. Living, healthy plants and animals automatically control most of these microorganisms. But when the plants and animals are killed, the organisms begin to multiply, causing the food to lose flavor and change in color and texture. Just as important, food loses the nutrients that are necessary to build and replenish human bodies. All these changes in the food are what people refer to as food spoilage. To keep the food from spoiling, it is preserved.

Raw fruits and vegetables and uncooked meat are preserved by cold storage or refrigeration. The cold temperature inside the cold-storage compartment or refrigerator slows down the microorganisms and delays deterioration. But cold storage and refrigeration will preserve raw foods for a few weeks at most. If foods are to be preserved for longer periods, they must undergo special treatments such as freezing or heating. The science of preserving foods for more than a few days is called food processing.

Human beings have always taken some measures to preserve food. Food processing dates back to the prehistoric age: around 500,000 BC Neanderthals discovered fire and noticed that cooked and smoked meat lasted longer than raw meat. Prehistoric crude processing included various types of , such as over fire, smoking, steaming, fermenting, sun drying and preserving with salt. Ancient people learned to leave animal flesh, fruits and vegetables in the sun and wind to remove moisture. Since microorganisms need water to grow, drying the food slows the rate at which it spoils. Salt-preservation was especially common for foods that constituted warrior and sailors' diets, until the introduction of . Evidence for the existence of these methods can be found in the writings of the ancient , and civilizations as well as archaeological evidence from Europe, North and South America and Asia.

These crude processing techniques remained essentially the same until the advent of the Industrial Revolution. In 1809 Nicolas Appert developed the canning process to supply food to the French army, which eventually led to canning in tins by Peter Durand in 1810. The United States patented the process in 1815 and began mass-producing tin cans in 1847. In 1861, Louis Pasteur discovered that heating foods before sealing them destroyed harmful microorganisms - the process became known as "pasteurization." Freeze drying techniques were used in the early 1900s in France, followed by the invention of a deep-freezing method by an American, Clarence Birdseye, in 1920.

The mass production of foods through modern processing methods evolved from industrialization, which led to factories, refined machinery, and breakthrough scientific discoveries in biotechnology. Mass transportation and the invention of refrigeration made it possible to deliver processed foods across continents.

In the early 20th century, change in food habits of the consumers furthered the development of food processing with advancements such as spray drying, juice concentrates, and the introduction of artificial sweeteners, colourants, and preservatives. In the late 20th century products including dried instant soups, reconstituted fruit juices and “ready-to-eat” products were developed.

There are over 18,000 different food items in today's supermarkets, which are processed to a greater or lesser degree, and thousands of new products are introduced each year. Inventions in food processing and food storage have not only changed what we eat. They have changed how we live. Once there was a world without canned, pasteurized, frozen, and genetically modified food stocked floor to ceiling in supermarkets. Can you imagine that?

3. Find in the text English equivalents to the following word-combinations.

1. выращивать фрукты и овощи
2. кормить домашний скот на убой
3. пополнять запасы тела человека
4. препятствовать порче продуктов питания
5. сохранять с помощью замораживания
6. наука о хранении продуктов питания
7. появляться в первобытные времена
8. грубая обработка
9. составлять чей-либо рацион питания
10. наступление промышленной революции
11. разработать процесс консервирования
12. начать массовое производство консервы
13. разрушать вредные микроорганизмы
14. использовать методы сублимационной сушки
15. изобретение метода глубокой заморозки
16. изменение особенностей питания
17. внедрение искусственных красителей
18. сухой суповой концентрат
19. восстановленный сок
20. готовый к употреблению продукт

4. Fill in the gaps according to the text.

1. All negative changes in the food are what people refer to as … .
2. To keep the food from spoiling, it … .
3. The science of preserving foods for more than a few days is called … .
4. Food processing dates back to … .
5. Prehistoric crude processing included various types of .
6. … was especially common for foods that constituted warrior and sailors' diets.
7. In 1809 Nicolas Appert developed …. to supply food to troops in the French army.
8. In 1861, Louis Pasteur discovered that … foods before sealing them destroyed harmful microorganisms.
9. In 1920 Clarence Birdseye invented … .
10. … of foods through modern processing methods evolved from industrialization.

5. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. The science of preserving foods for more than a few days is called food processing.
2. Human beings have quite recently started to take some measures to preserve food.
3. Prehistoric crude processing included various types of , such as over fire, smoking, steaming, fermenting, sun drying and preserving with salt.
4. Since microorganisms don’t need any water to grow, drying increases the rate at which food spoils.
5. Salt-preservation wasn’t common for foods that constituted warrior and sailors’ diets.
6. Processing techniques remained essentially the same until the advent of the Industrial Revolution.
7. In 1809 Nicolas Appert developed the canning process.

8. The United States began mass-producing instant soups in 1847.
9. Louis Pasteur discovered that heating foods before sealing them destroyed useful microorganisms.
10. Mass production made it possible to deliver processed foods across continents.
11. Change in food habits of the consumers furthered the development of food processing.

6. Answer the following questions.

1. Why is it necessary to preserve food?
2. What is food processing?
3. When did people start preserving their food?
4. What methods did prehistoric crude food processing include?
5. Why did ancient people leave animal flesh, fruits and vegetables in the sun and wind?
6. Where can the evidence for the existence of crude food processing methods be found?
7. What discoveries were made in the area of food processing in the 19^{th} century?
8. What further advancements were made in the early 20^{th} century?
9. What new products were developed in the late 20^{th} century?

7. Speak on the following points.

1. The necessity of food preservation.
2. Crude food processing methods.
3. The inventions in food processing.

Text B.

1. **Read and translate the text.**

NICOLAS APPERT

Nicolas Appert was born in France in 1749. The son of an inn-keeper, he received no formal education. He had an interest in food preservation and, at an early age, learned how to brew beer and pickle foods. Appert served an apprenticeship as a chef at the Palais Royal Hotel in Chalons, France. In 1780, he moved to Paris, where he excelled as a confectioner, delighting customers with his delicious pastries and candies.

During the late eighteenth century, Napoleon Bonaparte expanded his quest to conquer the world. As French troops invaded neighboring countries, it soon became apparent to the government that world conquest would not be within its grasp without the ability to carry foods for an extended time without spoilage. The executive branch, known as the Directory, offered a prize of 12,000 francs to anyone who could develop a practical means of preserving food for the army during its long forays.

Appert began a fourteen-year quest, determined to win the prize. Chemistry at this time was a little known science and there was virtually no knowledge of bacteriology. Appert's experiments on the preservation of meat and vegetables for winter use was conducted through trial-and-error. He had little reference on which to rely since there was only one published work on food preservation through sterilization, written by Lazzaro Spallanzani (1729-1799). Appert based his process on heating foods to temperatures in excess of 100^0C., the temperature at which water boils. To do this, Appert used an autoclave, a device that uses steam under extreme pressure to sterilize foods.

In 1804, Appert opened the world's first canning factory in the French town of Massy, south of Paris. By 1809, he had succeeded in preserving certain foods and presented his findings to the government.

The entire process was time consuming, taking about five hours to complete the sterilization. It involved placing food in glass bottles, loosely stopped with corks and immersing them in hot water. Once the bottles were heated, they were removed and sealed tightly with corks and sealing wax, then reinforced with wire. Appert demonstrated that this process would keep food from spoiling for extended periods of time, provided the seals were not broken. It was used to preserve soups, meats, vegetables, juices, various dairy products, jams, jellies, and syrups. Although Appert could never explain why his food preservation process succeeded, he is, nevertheless, credited with being the father of canning.

Appert used his winnings to finance his canning factory at Massy, which continued to operate for another 123 years, until 1933. When canned foods were studied in England, it became apparent that glass bottles posed a problem because of breakage. Twelve years later, Appert advanced his process from the use of glass jars to cylindrical tin-plated steel cans. This innovation increased the portability of food for both the British and French military.

In addition to perfecting the autoclave, Appert was responsible for numerous inventions, including the bouillon cube. He also devised a method for extracting gelatin from bones without using acid. Despite his success in the field of food preservation and the recognition he received from his government, Appert died in poverty on June 3, 1841 in Massy, France. He was buried in a common grave.

2. **Answer the following questions.**

1. When was Nicolas Appert born?
2. What education did he receive?
3. Why did it become necessary to develop a practical means of preserving food during the late 18^{th} century?
4. How long did it take Appert to succeed in his quest?
5. On what did he base his process of preserving food?
6. What piece of equipment did Appert use for heating goods?
7. What stages did Appert's food preserving process include?
8. Could Appert explain why his food preservation process succeeded?
9. What did Appert use his winnings for?
10. How long did Appert's canning factory continue to operate?
11. What Appert's innovation increased the portability of food for both the British and French military?
12. What inventions were made by Appert?

Unit 2.

Text A. FOOD PROCESSING

1. **Before reading the text learn the terms used in the text:**

mechanical transport equipment – оборудование для автоматического перемещения
pump – насос
pipe – труба, трубопровод
valve – клапан, вентиль, задвижка

pallet – паллет, поддон
silo - бункер для хранения
vat – бак, цистерна, чан
vessel - резервуар; сосуд; баллон; камера
tank - бак; резервуар; цистерна; ванна
size reduction equipment –оборудование для измельчения
slicer - ломтерезальная машина
dicer – машина для нарезания (продуктов) в форме кубиков
meat grinder - мясорубка
cutter – резальное устройство, куттер
crushing equipment – дробильное оборудование
grinding equipment – помольное оборудование
crusher – дробилка
mill –мельница, вальцовый станок
pulper - пульпер
grinder – размалывающая машина, волчок шлифовальной машины
disintegrator - дезинтегратор, измельчитель, дробилка
attritor - истиратель, мельница
homogenization equipment – оборудование для гомогенизации
colloid mill – коллоидная мельница
homogenizer - гомогенизатор
mixing equipment – смесительное оборудование
forming equipment - оборудование для формования
agitated tank – чан с мешалкой
extruder – экструдер, пресс
mechanical separation equipment – оборудование для механического разделения пищевых сред
screen –грохот, сито, решето
trommel – барабанный грохот
sifter – рассев
separator – сепаратор
sedimentation tank – бак-отстойник
heat transfer equipment – оборудование для теплопередачи, теплообменное оборудование
heat exchanger-теплообменник
evaporator – эвапоратор, испаритель; выпарной аппарат
dehydration equipment – оборудование для сушки
dryer - сушильная камера, сушильный шкаф
refrigeration and freezing equipment – оборудование для замораживания
freezer – морозильный аппарат, морозильная камера, фризер
mass transfer equipment – оборудование для массообменных процессов
pot still – перегонный куб
distillation column – дистилляционная колонна, перегонная колонна
packaging equipment – оборудование для упаковки
filler –дозатор, наполнительная машина, наполнитель начинок
capper –укупорочная машина, закаточная машина
wrapper – машина для завертывания изделий

2. Match the phrases below with the appropriate Russian equivalents.

1. to transform raw ingredients into food	a) разнообразие в питании
2. long shelf-life food products	b) технология сохранения продуктов питания
3. variety in the diet	c) типовой процесс
4. to inhibit changes	d) оборудование пищевых производств
5. preservation technique	e) полный контроль
6. food processing equipment	f) производственные затраты
7. unit operation	g) перерабатывать сырье в продукты питания
8. full scale control	h) продукты длительного срока хранения
9. manufacturing process	i) хранение на складе
10. processing costs	j) замедлять изменения
11. change-over	k) производственный процесс
12. warehousing	l) переналадка (станка), замена

3. Read and translate the text.

FOOD PROCESSING

Food processing is the set of methods and techniques used to transform raw ingredients into food or to transform food into other forms for consumption by humans or animals. Food processing typically takes clean, harvested crops or animal products and uses these to produce attractive, marketable and often long shelf-life food products.

The aims of the food processing today, as in the past, are fourfold:

1. To extend the period during which food remains wholesome (the shelf life) by preservation techniques which inhibit microbiological or biochemical changes and thus allow time for distribution, sales and home storage.

2. To increase variety in the diet by providing a range of attractive flavours, colours, aromas and textures in food (collectively known as eating quality). A related aim is to change the form of the food to allow further processing (for example the milling of grains to flour).

3. To provide the nutrients required for health (termed nutritional quality of a food).

4. To generate income for the manufacturing company.

Each of these aims exists to a greater or lesser extent in all food production, but the processing of a given product may emphasize some more than others. For example, frozen vegetables are intended to have sensory and nutritional qualities that are as close as possible to the fresh product, but with a shelf life of several months instead of a few days or weeks. The main purpose of freezing is therefore to preserve the food. In contrast, sugar confectionery and snack foods are intended to provide variety in the diet.

Food processing equipment is indispensable component of food processing. It has a role to play in almost all steps in the food processing chain: it is used for slicing, cutting, chopping, stuffing, blending, grinding, crushing, extracting, separating, mixing, freezing, packaging, etc.

All food processing equipment can be classified according to the basic unit operations it performs:

- mechanical transport equipment, such as pumps, electric motors, pipes, valves and conveyers
- food storage equipment, such as pallets, bags, bins, silos, vats, vessels, tanks
- mechanical processing and separation equipment:
    - size reduction equipment:
        - cutting equipment, such as slicers /dicers, meat grinders, cutters
        - crushing and grinding equipment, such as crushers, mills, pulpers, grinders, disintegrators, attritors
    - homogenization equipment, such as colloid mills, homogenizers
    - mixing and forming equipment, such as agitated tanks, industrial mixers, extruders
- mechanical separation equipment
    - solid/solid separation equipment, such as screens, trommels, sifters, separators
    - solid/liquid, such as screens, sedimentation tanks, filters, centrifuges, presses, separators
- heat transfer equipment, such as heat exchangers, ovens, fryers, heaters
- evaporation equipment, such as evaporators
- dehydration equipment, such as dryers
- thermal processing equipment, such as sterilizers, heat exchangers
- refrigeration and freezing equipment, such as compressors, condensers, heat exchangers, refrigerators, freezers
- mass transfer equipment, such as pot stills, distillation columns, dryers
- food packaging equipment, such as fillers, cappers, wrappers

Much of today's food processing equipment is versatile and user-friendly. It offers possibility of full scale control over manufacturing process which results in reducing processing costs, enables rapid change-overs and improves product quality. Microprocessors are widely and almost universally used to control food processing equipment. The entire food manufacturing process, from reception of materials, through processing and packaging to warehousing, can be automated.

4. **Find in the text English equivalents to the following word-combinations.**

1. ряд методов и технологий
2. продлевать период
3. оставаться полезным для здоровья
4. производить продукты с длительным сроком хранения
5. питательные вещества, необходимые для здоровья
6. сенсорные и питательные качества
7. предоставлять разнообразие в питании
8. классифицироваться в соответствии с чем-либо
9. современное оборудование пищевых производств
10. удобный для пользователя
11. полный контроль процесса производства
12. сокращать производственные затраты
13. давать возможность быстрой переналадки
14. улучшать качество товара

5. Here is a list of the food processing aims. In each sentence the main verb has been omitted. Fill in the blanks from the words given.

1. Food processing … unpalatable or unacceptable raw materials into attractive and desirable products.
2. Food processing … the period during which food remains wholesome.
3. Food processing … variety in the diet.
4. Food processing … a range of attractive flavours, colours, aromas and textures in food.
5. Food processing … the nutrients required for health.
6. Processing foods … income for the manufacturing company.

to increase to transform to generate to extend to provide(x2)

6. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. Food processing can transform unpalatable or unacceptable raw materials into attractive and desirable products.
2. The aim of the food processing is to shorten the period during which food remains wholesome.
3. Food processing provides a range of attractive flavours, colours, aromas and textures in food.
4. Food processing equipment is indispensable component of food processing.
5. All food processing equipment can be classified according to its size.
6. Mechanical transport equipment includes such pieces of equipment as crushers, mills, pulpers, grinders, disintegrators, attritors.
7. Heat transfer equipment is made up of such pieces of equipment as heat exchangers, ovens, fryers, heaters.
8. Mechanical processing equipment can be subdivided into three groups: size reduction equipment, homogenization equipment and mixing and forming equipment.
9. Microprocessors are rarely used to control food processing equipment.
10. Full scale control over manufacturing process helps reduce processing costs, enables rapid change-overs and improves product quality.

7. Answer the following questions.

1. What do you understand by the term food processing?
2. What does food processing deal with?
3. What are common food processing techniques?
4. What are the aims of food processing today?
5. Are these aims equally important in all food production?
6. What role does food processing equipment play in food processing?
7. On what basis can food processing equipment be classified?
8. What groups of food processing equipment can be distinguished? Bring the examples of the pieces of equipment constituting each group.
9. Today's food processing equipment offers possibility of full scale control over manufacturing process, doesn't it?
10. Is it possible to automate the entire food manufacturing process?

8. Speak on the following points.

1. Food processing, its necessity and aims.
2. The classification of food processing equipment.

Text B. MATERIAL SELECTION

1. Before reading the text learn the terms used in the text:

carbon steel – углеродистая сталь
stainless steel – нержавеющая сталь
plastics – пластмасса, пластик
acid – кислота
alkali – щёлочь
inhibitor – ингибитор (вещество, замедляющее химические реакции и биологические процессы)
passivity - пассивность (высокая коррозионная стойкость металла)
chromium – хром
alloy – сплав
welding characteristics – сварочные характеристики
grade of stainless steel – марка нержавеющей стали
surface finish – характер поверхности
abrasive wheel – шлифовальный круг
glass bead – стеклянная дробь

2. Read and translate the text.

MATERIAL SELECTION IN THE DESIGN OF FOOD PROCESSING EQUIPMENT

Food processing equipment includes equipment for all types of operations in the processing of foodstuffs (vegetables, fruits, nuts, meats, poultry, fish, dairy products, grains, cereals, bakery and confectionery products, beverages, and animal foods). Machinery and associated systems for most applications are designed of special materials for highly sanitary operation and ease of thorough cleaning.

As you walk through a typical food processing plant you can see equipment of varying ages, constructed of a myriad of materials, including carbon steel, aluminum, stainless steel and plastics.

Aluminum is a material used extensively for processing equipment. It has a very good strength to weight ratio and is highly resistant to corrosion. Aluminum is also resistant to many acids, but contact with alkalis causes corrosion. Although the metal can safely be used in the presence of certain mild alkalis, with the aid of inhibitors, direct contact with alkaline substances should be avoided. Aluminum is readily formed and welded, and due to its relative light weight it is considered more economical than stainless steel.

Steel is the most common material used in manufacturing. However, plain steel has a relatively weak passivity and, unprotected, it will continue to rust and corrode. Plain carbon steel can be augmented by alloying with chromium which has a very high tendency to passivate. When the chromium content of steel reaches 12 to 13 percent the passivity is so good the material will not corrode in ordinary atmospheres or in fresh water. Such alloys are generally called **stainless steel.** However, stainless steel is not stain or rust proof. Some stainless steels being produced have chromium as their sole alloying element but most stainless steels also contain significant amounts of other alloying elements. The purpose of these additives is to improve corrosion resistance of the steel or to increase its strength.

The two most common grades of stainless steel used in processing equipment are:

1. Type 304 - most common and versatile stainless steel. It has excellent forming and welding characteristics. It is readily brake or roll formed into a variety of parts for equipment. Type 304 has outstanding welding characteristics.

2. Type 316 - contains slightly more nickel and has a better resistance to corrosion than type 304, especially in chloride environments that tend to cause pitting. Type 316 is generally more expensive than type 304.

It is these properties that make stainless steel the preferred metal for fabricating processing equipment.

Stainless steels are also identified by their surface finishes which are produced by three basic methods:

1. Rolling between polished or textured rolls
2. Polishing or buffing with abrasive wheels or belts
3. Blasting with glass beads, which produces a uniform surface

Common stainless steel finishes found in food processing equipment are #2B, which is a smooth, dull finish and #4, which is a general purpose polished finish. Both these finishes are considered smooth. Smoothness is important - crevices provide places for bacteria to growth.

3. Answer the following questions according to the text.

1. What pieces of equipment does food processing equipment include?
2. Why is food processing machinery designed of special materials?
3. What equipment can you see as you walk through a typical food processing plant?
4. Is aluminum used extensively for the manufacturing of food processing equipment?
5. What properties does aluminum have?
6. Why is aluminum considered to be more economical than stainless steel?
7. What properties does steel have?
8. What is stainless steel made of?
9. What are the properties of grade 304 stainless steel?
10. What is the difference between grade 304 and grade 316 stainless steel?
11. What methods are used to produce different stainless steel surface finishes?

GRAMMAR EXERCISES

Non-Finite Forms
Infinitive

Ex. 1. Insert the infinitive with the particle to before it where necessary.

1. She began (to talk) of Moscow. 2. I don't want them (to think) you in the wrong. 3. It was a command from her mother, and there was nothing for her (to do) but (to obey) it. 4. You must (to take) care not (to offend) her. 5. I'd rather not (to go) home that way. 6. 'I think we'd better (to go) and (to get) dry,' he said. 7. I stood by the door and watched him (to take) the drinks over to Wells. 'Do you want (to write)?' – 'Of course.' – Then why not (to write) it?' 9. It heartened Mary (to hear) him (to speak) so lightly. 10. How dare you (to interfere) with my private concerns? No, don't speak. Don't try (to excuse) yourself. 11. Liza felt herself (to grow) red to the tips of her toes. 12. I had not seen Jimmie (to lose) his temper before. 13. Mrs Carey rose (to help) her (to lay) the cloth. 14. Why not (to make) him a doctor like his father? 15. He would never cease (to regret) his lost opportunities. 16. I want (to begin) (to earn) my corn. 17. I used (to spend) a lot of time in Robison's rooms. 18. He never let himself (to be) angry.

Ex. 2. Use the required form of the infinitive in brackets. Insert the particle to where necessary.

1. I want (to go) to the East. 2. That was the last thing she expected (to hear) him (to say). 3. At that hour she was unaccustomed (to disturb) by anyone. 4. She could not let herself (to cry). 5. He wished (to make) the most of his opportunity. 6. He seemed (to think) over what he wanted (to say). 7. I watched the shore (to come) close, then (to swing) away, then (to come) closer. 8. He wants (to congratulate) you in person. 9. 'As soon as Joe gets here,' Mel instructed, 'I want (to notify) whenever I am.' 10. The question is, what had I better (to do) with this house? 11. Wrap up my lunch, child. I must (to go) now. 12. He doesn't like (to keep) waiting. 13. I don't like (to see) men (to cry). 14. I hate (to leave) our fine house. 15. They do nothing but (to talk) about it all day long. 16. There was nothing (to do) but (to knit) all day long. 17. His face showed his grief and how upset he was, and his eyes seemed (to ask) for consolation. 18. He had felt that they should (to bring) up by their mother. 19. But he dared not (to ask) what was in her mind. 20. He felt that her friends ought (to choose) for her. 21. 'We're just going in,' he said to Bosinney. 'You'd better (to come) back to dinner with us.' 22. The street and the house were quiet, but from St Charles Avenue and beyond could (to hear) distant sounds of the awakening city. 23. I have never heard anyone but them (to do) so.

Ex. 3. Use the required form of the infinitive in brackets. Insert the particle to where necessary.

1. I decided (to make) a fuss, and went (to look) for Robinson. 2. We walked to the door and I saw her (to go) in and down the hall. I liked (to watch) her (to move). 3. Let's (to go) and (to find) him, he's sure (to be) in front of his picture. 4. It's very interesting (to hear) you (to say) that. 5. Some important decisions must (to make) soon. 6. You must (to do) something heroic at that time. 7. I think he must (to suffer) from injury now. 8. You must (to dream) of it long. 9. She liked, passionately (to like), (to think) worthy of confidence. 10. Let me (to hold) the baby, Scarlett. Oh, I know how (to hold) babies. 11. She noticed that he seemed (to look) at the sideboard and with her engaging smile leaned forward. 12. Do you want (to make) something (to happen)? 13. But there is something else (to do). 14. I have not done much for you. You might (to ask) much more at that time. 15. 'If you've got nothing to say,' I said, 'why (to try) (to say) it? Why not (to have) a little rest?' 16. There was one announcement (to make).

Ex. 4. Complete the sentences choosing a suitable infinitive phrase from the following list:

when to come, how to phrase, how to keep, how to handle, what to do, which to choose, where to put, whether to stay here or go back, where to go, what to say

1. He asked his mother … back. 2. We know … snow and ice; we live with it. 3. There were a lot of books on the shelves. We did not know … . 4. We were not sure … . 5. Show me please … . 6. I did not know … the baby warm. 7. She did not … . Her head swam and she was afraid she was going to faint. 8. I was helping her to put away the clean linen. She was telling me … it. 9. He did not know … his faith in her. 10. I'm so bewildered, I don't know … .

Ex. 5. Paraphrase the following sentences using the complex subject with the infinitive.

a) 1. He marched into the hall. She heard him lift the receiver and give the number. 2. He did not expect her to write often, for he knew that the letter-writing came difficult to her. 3. He saw those three return together from the other room and pass back along the far side of the screen. 4. 'Oh, I didn't hear you come in.' – 'I came to see if I could be of any help to you,' said Race. 5. A voice on the stairs behind made us all start. 6. He made the boy take off his boot and stocking.

b) 1. It seemed that her dinner party went on too long to her, as it did to you. 2. It seemed that she sensed the purpose of his question. 3. It seemed that he did not notice that I was in outdoor clothes. 4. 'It seems that you know a lot of Robinson,' Tom Wells observed. 5. It was so wonderful to see old George. It seems he needs a friend.

c) 1. It appeared that George was talking to Mr Smiss persuasively. 2. 'I don't think you should blame yourself.' It appeared that the man had not heard. He went on as if in a daze. 3. When she passed by it appeared that they looked at her attentively. 4. It appeared that they were coming down when I left the room. 5. It appeared that he did not see at all why he should explain his disappearance.

d) 1. It was likely that he had hidden my journal under his mattress. 2. It was unlikely that she would come across him by accident. 3. It is quite likely that a motor containing two boys has been noticed. 4. It is unlikely that he will come and see us soon. 5. I think, it is likely Peter will make that mistake.

e) 1. It is believed that John has arrived in London. 2. It is known that Jack is good at painting. 3. It is reported that the spaceship has landed successfully. 4. It is believed he is clever. 5. They say that he is the best teacher at our school.

f) 1. It happened that his father came. It was raining and he had not been able to play golf, and he and Walter Fane had a long chat. 2. It happened that everybody had taken the problem seriously. 3. It happened that I saw them at the theatre. 4. It happened that I mentioned your brother's name. 5. It happened that I knew Eliza's brother well.

Ex. 6. Paraphrase the following using complex objects with the infinitive.

1. He heard how one of the other girls in the shop addressed Jane. 2. He felt that the eyes of his fellow-students rested on him. 3. He saw that the door of the sitting-room opened and her mother entered. 4. What I want is that your uncle shouldn't be left alone. 5. She smiled when she heard how he locked the door loudly. 6. What she wanted was that he would come and see her. 7. Jack watched how Eliza left, then he walked slowly down the hall to his father's room. 8. I've never heard him how he spoke of his life in Canada.

2.3. MILLING AND SORTING EQUIPMENT

UNIT 3

Text A. FLOUR MILLING EQUIPMENT

1. **Before reading the text learn the terms used in the text.**

separator – сепаратор
aspirator – аспиратор
disk separator – дисковый триер
scourer – обоечная машинам
colour sorting machine – машина для сортирования по цвету
roller mill – вальцовый станок
sifter – рассев
degerminator – дегерминатор, отделитель зародыша (зерна)
middlings purifier – ситовеечная машина для дунстов и мелких крупок
reduction roller mill – размольный вальцовый станок

2. Match the phrases below with the appropriate Russian equivalents.

1. grading	a) отволаживание
2. purifying	b) помол
3. conditioning	c) сортировка

4. grinding
5. to pass through
6. screen
7. foreign matter
8. indentation
9. to remove
10. to place
11. to revolve
12. spun dry
13. bran
14. to adjust
15. mate
16. spiral groove
17. corrugated roller
18. breaking roller
19. to detach
20. to add

d) посторонняя примесь
e) помещать, размещать, класть
f) высушенный в центрифуге
g) очистка
h) удалять, перемещать
i) вращаться
j) регулировать, настраивать, подгонять
k) просеивать
l) мяльный валик
m) выемка; углубление; зазубрина;
n) отделять, отсоединять
o) парная деталь
p) добавлять
q) отруби (твердая оболочка зерна*)*
r) винтовая канавка
s) рифленый валец
t) решетка; сито

2. **Read and translate the text.**

FLOUR MILLING EQUIPMENT

Flour is a finely ground powder prepared from grain or other starchy plant foods and used in baking. Although most flour is made from wheat, it can also be made from barley, buckwheat, corn, oats, peanuts, potatoes, soybeans, rice, and rye.

FLOUR MANUFACTURE INVOLVES GRADING THE WHEAT, PURIFYING THE WHEAT, CONDITIONING THE WHEAT, PREPARING THE WHEAT FOR GRINDING, GRINDING THE WHEAT, PROCESSING THE FLOUR.

1. Wheat is received at the flour mill and inspected. Samples of wheat are taken for physical and chemical analysis. The wheat is graded based on several factors, the most important of which is the protein content.

2. Before wheat can be ground into flour it must be free of foreign matter. This requires several different cleaning processes.

3. The first device used to purify wheat is known as a separator. This machine passes the wheat over a series of metal screens. The wheat and other small particles pass through the screen while large objects such as sticks and rocks are removed.

4. The wheat next passes through an aspirator. This device works like a vacuum cleaner. The aspirator sucks up foreign matter which is lighter than the wheat and removes it.

5. Other foreign objects are removed in various ways. A disk separator, moves the wheat over a series of disks with indentations that collect objects the size of a grain of wheat. Smaller or larger objects pass over the disks and are removed.

6. Other methods used to purify wheat include magnets to remove small pieces of metal, scourers to scrape off dirt and hair, and electronic colour sorting machines to remove material which is not the same colour as wheat.

7. The purified wheat is washed in warm water and placed in a centrifuge to be spun dry. During this process any remaining foreign matter is washed away.

8. The moisture content of the wheat must now be controlled to allow the outer layer of bran to be removed efficiently during grinding. This process is known as conditioning.

9. Cold conditioning involves soaking the wheat in cold water for one to three days. Warm conditioning involves soaking the wheat in water at a temperature of 46°C for 60-90 minutes and letting it rest for one day. Instead of water, wheat may also be conditioned with steam at various temperatures and pressures for various amounts of time.

10. Wheat of different grades and moistures is blended together to obtain a batch of wheat with the characteristics necessary to make the kind of flour being manufactured.

11. The clean, wetted grain is first ground on a series of roller mills (Fig.1) to remove the bran. A roller mill consists of two or more steel cylinders that revolve in opposite directions. One cylinder revolves at a slower speed than its mate. The grain passes through a space between the cylinders. The space can be adjusted to remove more or less material. Spiral grooves in the face of the cylinder allow the roller mill to act much like a giant shears, or scissors, cutting away the outer bran coat from the endosperm. The endosperm is also cut into chunks in these corrugated, or breaking, rollers. The grain must pass through five or more of these roller mills before the bran is completely removed. If degerminators are not used, the germ is detached by the breaking rolls.

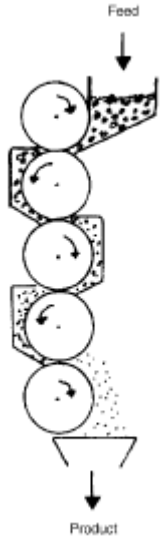


Fig. 1 roller mill

12. Between each roller mill passage, the ground grain is sifted. A sifter is a large rectangular box that rotates in a horizontal circle at high speeds. The sifter separates the ground grain into several products according to their size. The large-size material is sent to the next set of breaking roller mills for further bran removal. The intermediate-size material, called middlings, is sent to purifiers. Flour is the finest product that is removed.

13. The middlings purifier is another sifter with a shaking motion. It moves the middlings over a vibrating screen. Air is blown up through the screen to remove the lighter pieces of bran. The purified middlings move to the reduction roller mills.

14. The reduction roller mills are similar to the breaking roller mills but have smooth surface cylinders. The reduction roller mills are adjusted to reduce the granular middlings gradually into white flour. After each reduction roller mill, the ground material goes to a sifter that removes the flour produced by that roller mill and sends the larger-size middlings to another set of reduction roller mills. It requires 13 or more separate reduction grinding and sifting operations before the middlings are reduced to flour. These sifters are made of metal wire when the flour is coarse, but are made of nylon or silk when the flour is fine. By separating and regrinding the flour, several different grades of flour are produced at the same time. These are combined as needed to produce the desired final products.

15. Small amounts of bleaching agents and oxidizing agents are usually added to the flour after milling. Vitamins and minerals can be added to produce enriched flour. The flour is matured for one or two months and then it is packed into bags.

4. Find in the text English equivalents to the following word-combinations.

1. сортировать по нескольким признакам
2. размалывать в муку
3. очищать пшеницу
4. просеивать через ряд металлических сит

5. собирать предметы размером с пшеничное зерно
6. помещать в центрифугу
7. смывать оставшиеся примеси
8. эффективно удалять
9. включать замачивание пшеницы
10. пшеница различных сортов
11. партия пшеницы с необходимыми свойствами
12. отделять отруби (наружную оболочку зерна)
13. вращаться в противоположных направлениях
14. пространство может быть отрегулировано
15. размалывать в крупную крупку
16. молотое зерно
17. разделять в соответствии с размером
18. изготавливаться из металлической проволоки
19. добавлять отбеливающее вещество
20. вызревать в течение 1-2 месяцев

5. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. A separator … the wheat over a series of metal screens.
2. An aspirator … foreign matter which is lighter than the wheat and removes it.
3. A disk separator moves the wheat over a series of disks with indentations that … objects the size of a wheat grain.
4. Magnets … small pieces of metal.
5. Scourers … dirt.
6. A roller mill … two steel cylinders that revolve in opposite directions.
7. Spiral grooves in the face of the cylinder … the roller mill to act much like a giant shears.
8. The middlings purifier … the middlings over a vibrating screen.
9. Middlings … into flour by pairs of large, smooth metal rollers.
10. Sieves … of nylon or silk when the flour is fine.

to suck up	to consist of	to pass	to scrap off	to collect
to grind	to make	to allow	to move	to remove

6. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. Separators and aspirators are the devices used to grade wheat according to its size.
2. Aspirators work like a vacuum cleaner.
3. Electronic colour sorting machines remove material which is not the same colour as wheat.
4. The clean, wetted grain is first ground on a series of separators to remove the bran.
5. A roller mill consists of two or more steel cylinders that revolve in the same directions.
6. The space between roller mill cylinders is rigidly fixed.
7. A sifter is a large oval box that rotates in a horizontal circle at high speeds.

8. Air is blown up through the purifier screen to remove the lighter pieces of bran.
9. The reduction roller mills have corrugated surfaces on the cylinders.
10. A sifter removes the produced flour and sends the larger-size middlings to another set of reduction roller mills.

7. Answer the following questions.

1. What devices are used to purify wheat? How do they remove foreign matters from wheat?
2. What is conditioning?
3. What piece of equipment removes the bran?
4. What components does a roller mill consist of?
5. What component allows the roller mill to cut away the outer bran coat?
6. What is a sifter? What function does a sifter perform in flour milling?
7. What is a middling purifier? What tasks does it perform?
8. What device reduces the granular middlings gradually into white flour?
9. What is the design difference between reduction rollers and roller mills?
10. What materials can sifters be made of?

8. Speak on the following points.

1. The removal of foreign matters from wheat.
2. The devices used in flour milling.

Text B. SORTING EQUIPMENT

1. Before reading the text learn the terms used in the text:

sorting – калибрование (разделение на группы по форме и массе), сортирование (разделение на группы по качеству и степени зрелости)

disc sorter – дисковое калибровочное устройство

belt-and-roller sorter – валико-ленточное калибровочное устройство

size sorting – калибровка по размеру, сортировка по размеру

screen, sieve – сито, калибровочная рамка

aperture – отверстие, ячейка

fixed aperture – фиксированное отверстие

variable-aperture – регулируемое отверстие, отверстие переменного сечения

drum screen - барабанная калибрующая машина

mesh cylinder – калибрующий цилиндр с отверстиями

diverging roller – ступенчатый валик

cable – трос

felt-lined conveyor belt – обитый войлоком ленточный транспортер

image processing - обработка изображений

pre-programmed specifications- предварительно запрограммированный параметры

electronic template - электронный образец

programmable logic controller – программируемое логическое управляющее устройство

cell – фотоэлемент

voltage – электрический сигнал

electronically controlled air jet – воздушный эжектор с электронным управлением

chute - питающий лоток

lining material – материал облицовки

blast of compressed air – струя сжатого воздуха

weight sorting – калибровка по весу

slatted conveyor – конвейер с сетчатой лентой

counterbalanced arms - двуплечий рычаг (с чашечкой весов на одном плече и противовесом на другом)

3. **Read and translate the text.**

SORTING EQUIPMENT

Sorting is carried out on the basis of individual physical properties. It should be employed as early as possible to ensure a uniform product for subsequent processing. The four main physical properties used to sort foods are size, shape, weight and colour.

The shape of some foods is important in determining their suitability for processing. For example, for economical peeling, potatoes should have a uniform oval or round shape without protuberance. Shape sorting is accomplished either manually or mechanically (for example the belt-and-roller sorter, or the disc sorter) or by image processing.

Size sorting (termed *sieving* or *screening*) is the separation of solids into two or more fractions on the basis of differences in size. Screens with either fixed or variable apertures are used for size sorting. The screen may be stationary or, more commonly, rotating or vibrating.

Fixed aperture screens. Two common types of fixed aperture screen are the flat bed screen (or sieve) and the drum screen (rotary screen or reel). The multideck flat bed screen has a number of inclined or horizontal mesh screens, which have aperture sizes from 20 _m to 125 mm, stacked inside a vibrating frame. Food particles that are smaller than the screen apertures pass through under gravity until they reach a screen with an aperture size that retains them. These types of screen are widely used for sorting dry foods, for example, flour, sugar and spices.

Drum screen are used for sorting small-particulate foods (for example nuts, peas or beans) that have sufficient mechanical strength to withstand the tumbling action inside the screen. Drum screens are almost horizontal (5–10º inclination), perforated metal or mesh cylinders. They may be concentric (one inside another), parallel (foods leave one screen and enter the next).

Variable-aperture screens have either a continuously diverging aperture or a stepwise increase in aperture. Both types handle foods more gently than drum screens and aretherefore used to sort fruits and other foods that are easily damaged. Continuously variable screens employ pairs of diverging rollers, cables or felt-lined conveyor belts. These may be driven at different speeds to rotate the food and thus to align it. Stepwise increases in aperture are produced by adjusting the gap between rollers and an inclined conveyor belt.

Image processing is used to sort foods on the basis of length, diameter, number of surface defects and orientation of the food on a conveyor as well as colour. It has been used for example with maize cobs, which pass beneath three video cameras, placed 120º apart above a conveyor belt. The images of the surface of the cob are recorded and stored in the memory of a microprocessor. The information is then analysed and compared with pre-programmed specifications for the product, and the cob is either rejected or moved into a group with similar characteristics. In another system a video camera views foods and an operator compares the shapes with an electronic template overlaid on a monitor screen.

Colour sorting. Machine vision sorting systems include monochrome (black and white), bichrome (4100 shades of red and green) and full colour (262 000 shades of red, green and

blue, with optional infrared). Each is controlled by a programmable logic controller which has pre-set programs for different products that are easily changeable by operators. They are used for example, to sort potatoes for defects by identifying dark areas on the potato surface. Light sensitive cells in the camera (termed ‘pixels’) produce a voltage that is proportional to the intensity of light received. An electronic circuit that receives a lower voltage than the pre-set value can thus detect darker objects or areas which reflect less light than normal. The voltage produced in the electronic circuit can be adjusted to alter the sensitivity of detection. Up to 10 tonnes of product per hour pass beneath the cameras on conveyors operating at 150–180 m per min. Defective items are removed by electronically controlled air jets.

Small-particulate foods may be sorted using microprocessor controlled colour sorting equipment. Particles are fed into the chute one at a time. The angle, shape and lining material of the chute are altered to control the velocity of the pieces as they pass a photodetector. Photodetectors measure the reflected colour of each piece and compare it with pre-set standards. Defective foods are separated by a short blast of compressed air. The computer can store 100 named product configurations to enable rapid changeover to different products. Typical applications include peanuts, rice, diced carrot, maize kernels, cereals, snackfoods and small fruits.

Weight sorting is more accurate than other methods and is therefore used for more valuable foods (for example eggs, cut meats and some tropical fruits). Eggs are sorted into six to nine categories with a tolerance of 0.5 g. A weight sorter consists of a slatted conveyor which transports the eggs above a series of counterbalanced arms. The conveyor operates intermittently and while stationary, the arms raise and weigh the eggs. Heavy eggs are discharged into a padded chute and lighter eggs are replaced on the conveyor to travel to the next weigher.

4. **Answer the following questions.**

1. On what basis is sorting carried out?

2. What types of screens are utilized for size sorting? What is the basic difference between them?

3. What are the elements of image processing system?

4. How are defective items detected by a colour sorting machine?

5. What foods may be sorted using microprocessor controlled colour sorting equipment?

6. What function does a photodetector perform?

7. What components does a weight sorter consist of? How does it operate?

UNIT 4.

Text A. BREAD MAKING EQUIPMENT

1. Before reading the text learn the terms used in the text.

dough mixer – тестомесильная машина
enclosed drum – барабан закрытого типа
arm – лопасть тестомесильной машины
divider – тестоделительная машина
divider hopper – воронка тестоделительной машины
belt – лента конвейера, транспортерная лента

rounder – округлительная машина
molding machine (molder)– формовочная машина
canvas belt – полотняная лента транспортера
compressed board – прижимная плита
prover – расстойный шкаф
panning device –устройство для укладывания тестовых заготовок в хлебопекарные формы
compressed air-operated device – устройство с пневматическим приводом
tunnel oven – туннельная печь
baking chamber – пекарная камера
vertical serrated blade – вертикальный рифленый нож
slicing machine – ломтерезальная машина
wrapping machine – упаковочная машина; обёрточная машина

2. Match the phrases below with the appropriate Russian equivalents.

1. kneading	a) упаковка
2. slicing	b) рассчитывать по времени
3. wrapping	c) обороты, вращения
4. to weigh	d) бродить, ферментировать
5. to monitor	e) валок, вращающийся цилиндр
6. to time	f) подавать по трубам
7. to pipe	g) пласт, тестовая лента
8. yeast	h) закатывать (тесто)
9. revolutions	i) раскатывать тесто
10. to ferment	j) контролировать, наблюдать
11. dough	k) дежа (передвижная чаша)
12. rotating blade	l) дрожжи
13. to shape	m) тестовая заготовка размером с буханку хлеб
14. trough	n) спиральный желоб
15. loaf-size piece	o) взвешивать
16. spiral track	p) вращающийся нож
17. to flatten dough	q) придавать форму
18. sheet	r) нарезание на ломти
19. roller	s) замешивание (теста)
20. to curl (the dough)	t) тесто

3. Read and translate the text.

BREAD MAKING EQUIPMENT

Bread is an excellent source of low-fat, complex carbohydrates. Bread is made of three basic ingredients: grain, water, and baker's yeast.

Commercial bakeries have machines that do the work of measuring, mixing, kneading, baking, slicing, and wrapping. Skilled bakers run the machines, and nothing is left to chance. The ingredients are weighed precisely, the temperature and humidity are closely monitored, and the individual steps of the baking process are carefully timed.

After sifting, the flour is fed into a scale that automatically weighs the right amount and pours it into an industrial mixer on the floor below. Temperature-controlled water is piped

into the mixer. This mixture is called "gluten" and gives bread its elasticity. A pre-measured amount of yeast is added. Depending on the type of bread to be made, other ingredients are also poured into the mixer.

The usual dough mixer is an enclosed drum that rotates at speeds from 35 to 75 revolutions per minute. Inside the drum, mechanical arms, oriented parallel to the body of the mixer, stretch and knead the dough to the desired consistency in a matter of seconds. The mixing process takes about 12 minutes.

Three methods are used to ferment the dough. In some plants, the high-speed machinery is designed to manipulate the dough at extreme speeds and with great force, which forces the yeast cells to rapidly multiply. Fermentation can also be induced by the addition of chemical additives and C. Some bread is allowed to ferment naturally. In this instance, the dough is placed in covered metal bowls and stored in a temperature-controlled room until it rises.

After the dough has fermented, the filled trough containing the dough is moved to the divider area or to the floor above the divider. The dough is dropped into the divider hopper, which cuts it into loaf-size pieces with rotating blades. A then moves the pieces of dough to the rounder.

Dough pieces leaving the divider are irregular in shape, with sticky cut surfaces from which the gas can readily diffuse. Their gluten structure is unsuitable for molding. The rounder closes these cut surfaces, giving each dough piece a smooth and dry exterior; shapes the dough into a ball for easier handling in subsequent steps. It performs these functions by rolling the well-floured dough piece around the surface of a drum or cone, moving it upward or downward along this surface by means of a spiral track.

A then moves the pieces of dough to a molding machine. The first function of it is to flatten the dough into a thick sheet, usually by means of two or more consecutive pairs of rollers, each succeeding pair is set more closely together than the preceding pair. The sheeted dough is curled into a loose cylinder by a special set of rolls or by a pair of canvas belts. The dough cylinder is not adherent upon leaving the curling section, and the next operation of the molder is to seal the dough piece. The conventional molder rolls the dough cylinder between a large drum and a smooth-surfaced semicircular compression board. Clearance between the drum and board is gradually reduced, and the dough, constantly in contact with both surfaces, becomes transversely compressed.

The molding machine drops the dough onto a layered conveyer belt that is enclosed in a warm, humid cabinet called a "prover." The dough moves slowly through the prover so that it may "rest," and so that the gas reproduction may progress.

When the dough emerges from the prover, it is conveyed to a second molding machine which re-shapes the dough into loaves and drops them into pans. An automatic panning device is an integral part of most modern molders. As empty pans, carried on a conveyor, pass the end of the machine, the loaves are transferred from the molder and positioned in the pans by a compressed air-operated device.

The pans travel to another prover that is set at a high temperature and with a high level of humidity. Here the dough regains the elasticity lost during fermentation and the resting period.

From the prover, the pans enter a tunnel oven, consisting of a metal belt passing through a connected series of baking chambers open only at the ends. The temperature and speed are carefully calculated so that when the loaves emerge from the tunnel, they are completely baked and partially cooled. While inside the tunnel, the loaves are mechanically

dumped from the pans onto shelves. The baking and cooling process lasts approximately 30 minutes.

The bread continues to cool as it moves from the oven to the slicing machine. Here vertical serrated blades move up and down at great speeds, slicing the bread into consistently sized pieces.

Metal plates hold the slices together while picking up each loaf and passing it to the wrapping machine. Pre-printed plastic bags are mechanically slipped over each loaf. At some bakeries, workers close the bags with wire twists. Other plants seal the bags with heat.

4. Find in the text English equivalents to the following word-combinations.

1. управлять оборудованием
2. засыпать в промышленный миксер
3. вращаться со скоростью 35-75 оборотов в минуту
4. лопасти, размещенные параллельно корпуса миксера
5. занимать 12 минут
6. заквашивать тесто
7. храниться в комнате с регулируемой температурой
8. резать с помощью вращающихся ножей
9. перемещать заготовки к округлительной машине
10. выполнять функцию
11. следующие друг за другом пары валков
12. закатывать в неплотный цилиндр
13. при выходе из закаточной секции
14. обычная формовочная машина
15. зазор между барабаном и (прижимной) плитой
16. транспортировать ко второй формовочной машине
17. помещать в хлебопекарные формы с помощью устройства с пневматическим приводом
18. попадать в туннельную печь
19. появляться из туннеля
20. запаивать (пакет) с помощью нагрева

5. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. A scale automatically … the right amount of flour.
2. Inside the mixer, mechanical arms … the dough to the desired consistency.
3. The mixing process … about 12 minutes.
4. The divider … the dough into loaf-size pieces with rotating blades.
5. A … the pieces of dough to the rounder.
6. The rounder … each dough piece a smooth and dry exterior.
7. A molding machine … the dough into a thick sheet.
8. The sheeted dough … into a loose cylinder by a special set of rolls.
9. The second molding machine … the dough into loaves and drops them into pans.
10. A tunnel oven … a metal belt passing through a connected series of baking chambers

to weigh	to move	to flatten	to take	to give
to consist of	to cut	to knead	to curl	to re-

shape

6. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. Bread is made of three basic ingredients: grain, water, and baker's yeast.
2. A molding machine stretches and kneads the dough to the desired consistency.
3. In some plants, the high-speed machinery is used to manipulate the dough at extreme speeds and with great force to make the yeast cells rapidly multiply.
4. After the dough has fermented, the filled trough containing the dough is moved to the divider area.
5. A rounder shapes the dough into a ball using mechanical arms.
6. The dough is flattened into a thick sheet by means of two or more consecutive pairs of rollers.
7. A prover is a humid cabinet where the dough may "rest".
8. A tunnel oven consists of a canvas belt passing through a connected series of baking chambers.
9. A slicing machine cuts the bread into consistently sized pieces.
10. A wrapping machine slips pre-printed plastic bags over each loaf.

7. Answer the following questions.

1. What work is performed by machines in commercial bakeries?
2. What components does the usual dough mixer consist of?
3. What methods are used to ferment the dough?
4. What function does a divider perform?
5. What machine closes sticky cut surfaces of a dough piece?
6. What are the functions of a molding machine?
7. Where does the dough regain its elasticity lost during fermentation and the resting period?
8. What is a tunnel oven?
9. What function does a slicing machine perform?
10. What machine wraps each loaf mechanically?

8. Speak on the following point.

The pieces of equipment used in bread manufacturing.

Text B. OVENS

1. Before reading the text learn the terms used in the text:

oven - печь
heat transfer – теплообмен, теплоотдача
mass transfer – массообмен, массопередача
direct heating oven – печь непосредственного нагрева
indirect heating oven – печь косвенного нагрева
infrared oven – электропечь инфракрасного нагрева
pre-programmed control – управление по заданной программе
ribbon burner – ленточная горелка
pressure-relief panel – панель сброса давления
heating plate/ heating bar – нагревательная плита/нагревательный стержень

heater element – нагревательный элемент
oven band - лента пода (конвейерной хлебопекарной печи)
infrared oven – электропечь инфракрасного нагрева
hearth – под (печи)
peel oven - печь с посадкой тестовых заготовок лопатой
multi-deck oven – многоярусная печь
rotary-hearth oven – печь с вращающимся подом
reel oven – конвейерная люлечная печь
multi-cycle tray oven – люлечная печь циклического действия
damper – заслонка, вентиляционное отверстие
exhaust flue – отвод паров

2. Read and translate the text.

OVENS

Baking involves simultaneous heat and mass transfer; heat is transferred into the food from hot surfaces and air in the oven and moisture is transferred from the food to air that surrounds it and then removed from the oven. In an oven, heat is supplied to the surface of the food by a combination of infrared radiation from the oven walls, by convection from circulating air and by conduction through the pan or tray on which the food is placed. Infrared radiation is absorbed into the food and converted to heat.

There are four main types of ovens: direct heating, indirect heating, electric and infrared ovens. Nearly all of the oven designs now incorporate advanced energy saving features and microprocessor controls. Pre-programmed baking controls enable operators to select a product code without the need to remember baking settings. Microprocessor control of the sequence, duration, temperature and humidity of baking prevents operator error and the use of incorrect baking conditions.

Direct heating oven. In direct heating ovens, the heaters are inside the baking chamber. Air and the products of combustion are recirculated by natural convection or by fans. The temperature in the oven is controlled automatically, by adjustment of air and fuel flow rates to the burners. Natural gas is commonly used, but propane, butane, fuel oil or solid fuels are also found. Gas is burned in ribbon burners located above and below conveyor belts in continuous ovens, and at the base of the cabinet in batch ovens. Safety features are incorporated to extinguish the burners automatically if abnormal baking conditions arise, and pressure-relief panels are fitted to the top of the ovens to protect personnel should a gas explosion occur.

However, care is necessary to prevent contamination of the food by undesirable products of combustion, and gas burners require regular servicing to maintain combustion efficiency. Microwave and dielectric ovens are another example of direct heating ovens.

Indirect heating oven. In indirect heating ovens, the products of combustion do not enter the baking chamber. The air in the baking chamber is heated via a heat-exchanger, by steam or by burning a fuel. The air is typically recirculated through the baking chamber and the heat-exchanger. Other methods include passing the combustion gases through radiator tubes in the baking chamber, or burning the fuel between a double wall whilst exhausting the combustion gases from the top of the oven**.**

Electric ovens are heated by induction heating plates or bars. Heater elements are arranged above or below the oven band. Electric ovens are the easiest type of oven to control.

Infrared ovens consist of infrared lamps that put maximum energy in the area where materials are placed. The air temperature in the oven increases from 240 to 350 °C as the product travels through the oven on a conveyor belt. These ovens are designed for high energy efficiency to save power and fuel cost. Infrared ovens allow combining ambient air with the hot air for increased drying speed.

All oven types can be batch or continuous in operation. In batch ovens, the walls and the base are heated. In continuous ovens, radiators are located above, alongside and below the conveyor belt. Most ovens have 25mm thick ceramic tiles fitted to the hearth to promote even heat distribution.

Batch ovens. In the peel oven, food is loaded into a baking chamber, either on trays or singly, by means of a long-handled shovel (a peel) which gives its name to the oven. More recent designs include the multi-deck oven which is widely used for baking goods, meat and confectionery products. Some designs have a 'modular' construction to allow expansion of production by duplication of modules, without having to replace the entire plant. The main disadvantages of batch ovens are higher labour costs and lack of uniformity in baking times, caused by the delay in loading and unloading.

Continuous and semi-continuous ovens. Rotary-hearth ovens, reel ovens and multi-cycle tray ovens all circulate the food through the oven on trays, and loading and unloading take place though the same door. The operation is semi-continuous when the oven must be stopped to remove the food. The movement of food through the oven, with or without fans to circulate the air, ensures more uniform heating.

Tunnel ovens consist of a metal tunnel (up to 120m long and 1.5m wide) through which food is conveyed either on steel plates or on a solid, perforated or woven metal belt. The oven is divided into heating zones and the temperature and humidity are controlled independently in each zone by heaters and dampers. These retain or remove moisture by adjusting the proportions of fresh and recirculated air in the oven. Vapour (and in direct heating ovens, the products of combustion) are extracted separately from each zone. Many designs are equipped with heat recovery systems. Microprocessor control of the belt speed, heater output and position of dampers automatically adjusts the baking conditions in each zone, to produce foods of a predetermined colour or moisture content. Microprocessors also provide management information of production rates, energy efficiency and maintenance requirements. Some ovens are fitted with programmable cycles in which temperature and time of heating, relative humidity, cooling time and air speed are programmed independently for each of 20 or more products. This allows rapid changes to baking conditions and a high degree of flexibility for different types of product.

Tray ovens have a similar design to tunnel ovens but have metal trays permanently fixed to a chain conveyor. Each tray holds several baking pans and is pulled through the oven in one direction, then lowered onto a second rack, returned through the oven and unloaded.

Despite the high capital cost and large floor area, these ovens are widely used for large-scale baking. The main advantages are their high capacity, accuracy of control over baking conditions and low labour costs owing to automatic loading and unloading. In both tunnel and tray ovens, heat exchangers are fitted with the exhaust flues to remove heat from the exhaust gases and to heat fresh or recirculated air.

3. Answer the following questions.

How is heat supplied to the surface of the food in an oven?

What are the main types of ovens?
What is the difference between direct heating ovens and indirect heating ovens?
What fuel can be used to heat direct heating ovens?
How is an electric oven heated?
What is the working principle of an infrared oven?
What is the difference between batch and continuous ovens?
What parts does a tunnel oven consist of?
What are the functions of a microprocessor in a tunnel oven?
What is the difference between tunnel ovens and tray ovens?
What ovens are widely used for large-scale baking? Why?

UNIT 5.

Text A. PASTA MANUFACTURING EQUIPMENT

1. Before reading the text learn the terms used in the text:

silo – бункер, силос, зерновой элеватор
laminator – машина для слоения теста
vacuum chamber – вакуумная камера
mixing machine – смеситель, миксер
steamer – пропариватель
extruder – экструдер
die – матрица, формующая головка
extrusion screw – прессующий шнек
extrusion barrel – шнековая камера
uniform pitch – постоянный шаг
water cooling jacket – рубашка с водяным охлаждением
Teflon coated insert - вставка с тефлоновым покрытием
continuous drying chamber – камера сушки непрерывного действия
screen conveyer –конвейер с сетчатой лентой
slat conveyer – пластинчатый конвейер
belt – конвейерная лента, настил конвейера
vent with damper – вентиляционное отверстие с задвижкой
hot press – пресс для горячего прессования

2. Match the phrases below with the appropriate Russian equivalents.

1. manufacturing equipment	a) хранить
2. extrusion	b) открывать, выставлять, подвергать воздействию
3. to store	c) перекачивать по трубопроводу
4. to pipe	d) месить, замешивать
5. to equip	e) спрессовывать в ленту
6. to knead	f) производственное оборудование
7. to press into sheet	g) готовый продукт, конечный продукт
8. to remove air bubbles	h) уменьшать трение

9. to feed into an extruder	i) экструзия, выдавливание
10. to expose	j) шнек с острой кромкой витков
11. the rate of production	k) оборудовать, оснащать
12. finished product	l) рассеивать тепло
13. dimensions	m) удалять пузырьки воздуха
14. sharp-edged screw	n) устанавливать шнек в шнековую камеру
15. to reduce friction	o) загружать в экструдер
16. to dissipate the heat	p) скорость производства
17. to fit a screw into an extrusion barrel	q) управлять, используя сенсоры
18. to extend the life	r) размеры
19. to manage using sensors	s) упаковочная станция, упаковочный узел
20. packaging station	t) увеличивать срок службы

3. Read and translate the text.

PASTA MANUFACTURING EQUIPMENT

Although pasta products were first introduced in Italy in the 13th century, efficient manufacturing equipment and high-quality ingredients have been available only since the 20th century.

Prior to the industrial revolution, most pasta products were made by hand in small shops. Today, most pasta is manufactured by continuous, high capacity extruders, which operate on the screw extrusion principle in which kneading and extrusion are performed in a single operation. The manufacture of pasta includes dry macaroni, noodle, and spaghetti production.

Pasta is made from a mixture of water and semolina flour. Semolina is a coarse-ground flour from the heart of durum wheat, an amber-colored high protein hard wheat that is grown specifically for the manufacture of pasta. With a lower starch content and a higher protein content than all-purpose flours, semolina flour is easily digested.

Pasta manufacture involves mixing and kneading, flavouring and colouring, rolling, pasteurization, cutting, drying, and packaging.

1. The semolina is stored in giant silos that can hold up to 68,100 kg. Pipes move the flour to a mixing machine equipped with rotating blades. Warm water is also piped into the mixing machine. The mixture is kneaded to a lumpy consistency.
2. Eggs are added to the mixture if the product is an egg noodle. If pasta is to be a flavored variety, vegetable juices are added here. A tomato or beet mixture is added for red pasta, spinach for green pasta, carrots for orange pasta. Herbs and spices can also be folded in for additional flavoring.
3. The mixture moves to a laminator where it is pressed into sheets by large cylinders. A vacuum mixer-machine further flattens the dough. Most modern pasta presses are equipped with a vacuum chamber to remove air bubbles from the pasta before extruding. If the air is not removed prior to extruding, small bubbles will form in the pasta which diminish the mechanical strength and give the finished product a white, chalky appearance.
4. The roll of dough moves through a steamer, which heats the dough to 104^0C in order to kill any existing bacteria.

5. Depending on the type of noodle to be produced, the dough is either cut or pushed through dies. Ribbon and string-style pasta are cut by rotating blades. To make tube or shell-shaped pasta, the dough is fed into an extruder.

6. Upon entering the extruder, the dough contacts the extrusion screw first. The screw is exposed so that the dough can be dropped directly from the mixer onto the screw as it turns. Afterwards, the dough is conveyed from the screw into the extrusion barrel to be compacted. The extrusion screw not only forces the dough through the die, but it also kneads the dough into a homogeneous mass, controls the rate of production, and influences the overall quality of the finished product. Although construction and dimension of extrusion screws vary by equipment manufacturers, most modern presses have sharp-edged screws that have a uniform pitch over their entire length. The screw fits into a grooved extrusion barrel, which helps the dough move forward and reduces friction between the screw and the inside of the barrel. Extrusion barrels are equipped with a water cooling jacket to dissipate the heat generated during the extrusion process. The cooling jacket also helps to maintain a constant extrusion temperature, which should be approximately 51^0C. If the dough is too hot (above 74^0C), the pasta will be damaged.

7. Uniform flow rate of the dough through the extruder is also crucial. Variances in the flow rate of the dough through the die can cause the pasta to be extruded at different rates. Products of non-uniform size must be discarded or reprocessed, which adds to the unit cost of the product.

8. The inside surface of the die also influences the product appearance. Until recently, most dies were made of bronze, which was relatively soft and required repair or periodic replacement. Recently, dies have been improved by fitting the extruding surface of the die with Teflon coated inserts to extend the life of the dies and improve the quality of the pasta.

9. Proper drying is critical in the pasta-making process. Pasta is dried slowly as it travels through a continuous drying chamber for 3 to 10 hours, depending on the pasta shape.

Due to the length of the product, lines employ two different methods for handling pasta. Once extruded, long goods pasta, such as spaghetti, is spread across a horizontally oriented stick so the product hangs vertically. The dryer conveys the stick of pasta through the drying chamber. Short goods pasta, such as penne, is placed on long horizontal conveyors that permit air flow by using, for example, belts with screens or slats.

Air circulation, heat and humidity are critical factors to the pasta drying process. These are carefully managed using sensors and computer controls. Fans circulate air through the dryer and baffles direct air flow.

Vents with dampers regulate air flow from inside the dryer to the outside in order to exchange humid air with fresh air. This exchange of air rids the dryer of the moisture removed from the drying pasta.

Once dried, the pasta has 12% moisture content. It's then cooled and is ready to package.

10. Fresh pasta is folded in pre-measured amounts into clear plastic containers. As the containers move along a conveyer belt, a plastic sheet covers each container and is sealed with a hot press. At the same time, a small tube sucks the air of the container and replaces it with a mixture of carbon dioxide and nitrogen to prolong the product's shelf-life. Labels listing the type of noodle, nutritional information, cooking instructions, and expiration date are attached to the top of the containers. Dried pasta is loaded, either manually or by machine, into stainless steel buckets which move along a conveyer belt to the appropriate packaging station.

4. Find in the text English equivalents to the following word-combinations.

1. производить с помощью высокопроизводительных экструдеров непрерывного действия
2. осуществлять замешивание и экструзию за одну операцию
3. миксер, оснащенный вращающимися ножами
4. подавать по трубам в миксер
5. спрессовываться с помощью больших цилиндров
6. уменьшать механическую прочность
7. продавливать через матрицу
8. транспортировать в шнековую камеру
9. контролировать скорость производства
10. поддерживать постоянную температуру
11. влиять на внешний вид продукции
12. требовать периодической замены
13. улучшать качество
14. процесс производства макарон
15. оснащать вставками с тефлоновым покрытием
16. продлевать срок службы матрицы
17. двигаться внутри камеры непрерывной сушки
18. позволять потоку воздуха проникать
19. запечатывать с помощью горячего пресса
20. перемещаться к упаковочному узлу

5. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. Prior to the industrial revolution, most pasta products … by hand in small shops.
2. Today, most pasta … by continuous, high capacity extruders.
3. Extruders … on the screw extrusion principle.
4. Extruders … kneading and extrusion in a single operation.
5. Pipes … the flour to a mixing machine equipped with rotating blades.
6. The mixture … into sheets by large cylinders.
7. A steamer … the dough to 104°C in order to kill any existing bacteria.
8. The extrusion screw … the dough through the die.
9. The dryer … the stick of pasta through the drying chamber.
10. Pasta … slowly as it travels through a continuous drying chamber for 3 to 10 hours.

to operate	to press	to move	to manufacture	to force
to heat	to make	to convey	to perform	to dry

6. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. Today, most pasta is manufactured by continuous, high capacity extruders.
2. Warm water is piped into the extruder barrel.
3. Most modern pasta presses are equipped with a vacuum chamber to saturate the dough with air bubbles before extrusion.
4. Upon entering the extruder, the dough contacts the extrusion screw first.
5. Sharp-edged blades force the dough through the die.

6. Most modern presses have sharp-edged screws that have a uniform pitch over their entire length.
7. Grooves in the surface of the extrusion barrel reduce friction between the screw and the inside of the barrel.
8. Air circulation, heat and humidity are thoroughly controlled during the pasta drying process.
9. Short goods pasta is spread across a horizontally oriented stick for drying.
10. Fresh pasta is folded in pre-measured amounts into clear plastic containers.

1. Answer the following questions.

1. What pieces of equipment are used nowadays to produce most pasta products?
2. What ingredients is pasta made of?
3. What processes does pasta manufacture include?
4. How do the necessary ingredients get to a mixing machine?
5. What function does a laminator perform?
6. What components does an extruder consist of?
7. How does an extruder operate?
8. What device helps to maintain a constant extrusion temperature?
9. Where does the process of pasta drying take place?
10. How is pasta packed?

8. Speak on the following points.

1. Pasta extrusion.
2. Pasta drying methods.
3. Pasta packing.

Text B. MIXING EQUIPMENT

1. Before reading the text learn the terms used in the text:

ribbon blender - ленточный смеситель
trough – месильная емкость, дежа
agitator – месильная лопасть, мешалка, смеситель
charge port – загрузочное отверстие
spray nozzle (= spraying nozzle) – распылительная насадка (сопло)
spray bar – форсуночная стойка
addle mixer – смеситель с лопастной мешалкой
tip speed – скорость лопасти
shaft – вал, ось, шпиндель
high-shear mixer – смеситель с большими сдвиговыми усилиями
rotor/stator assembly – ротор/статор в сборе
multi-shaft mixer – многовальный смеситель
anchor – якорь (смесителя)
planetary mixer – планетарный миксер

1. Read and translate the text.

MIXING EQUIPMENT

At the heart of transforming raw ingredients into food for human consumption is the mixing operation. One of its main tasks is to establish consistency. At-home cooks and

process engineers alike know the importance of proper mixing. Even with the right amount of ingredients and flavors, a great recipe will not transform into good food unless the components are well-mixed.

The selection of a correct type and size of mixer depends on the type and amount of food being mixed and the speed of operation needed to achieve the required degree of mixing with minimum energy consumption. There is a large variety of mixers available, due to the large number of mixing applications and the empirical nature of mixer design and development.

The ribbon blender is well-proven equipment popularly used in the food and beverage industries. A ribbon blender consists of a U-shaped horizontal trough and an agitator made up of helical ribbons that are pitched to move material axially in opposite directions, as well as radially. The ribbons rotate up to tip speeds of approximately 300 ft/min.

This blender design is very efficient and cost-effective for mixing dry applications such as cake and muffin mixes, flour, bread improvers, cereals, snack bars, spices, tea (leaves or iced tea powders), coffee (whole or ground beans), and other beverage blends including chocolate drinks, powdered juices, energy drinks, etc.

When dry blending food products, relatively small amounts of liquid may be added to the solids in order to coat or absorb coloring, flavoring, oils or other additive solutions. Liquid ingredients can be added through a charge port on the cover but for critical applications, liquid addition is best accomplished through the use of spray nozzles installed in a spray bar located just above the ribbon agitator.

Paddle mixers are specially designed to scoop, lift and tumble materials in a gentle, but thorough mixing action. While being mixed, the material travels in a three dimensional "figure 8" pattern. The material is constantly being pulled from the ends of the mixer to the middle of the "figure 8" where the most aggressive mixing is taking place. This unique paddle design is ideal for mixing solids or liquids of various particle size, density and viscosity. Paddle mixers work effectively when filled to as little as 20% of rated capacity, thus allowing flexibility of batch sizes. Paddle style agitators allow easier access for cleaning between batches.

Paddle mixer consists of several elements: a centrally mounted horizontal shaft that rotates within a cylindrical container, paddles, and mixing elements that are attached to the centrally mounted shaft, special openings at the top for feeding materials.

These mixers are utilized for blending dry material, powdery granular, moist solids and liquids together with pasty substances up to and including highly viscous masses.

High-shear mixers utilize a rotor/stator assembly which generates intense shear necessary to puree solid ingredients in the preparation of dressings, sauces and pastes. This type of device is also used in the food industry for the production of syrup solutions, beverage emulsions and dispersions.

High-shear mixers are comprised of a rotor that turns at high speed within a stationary stator. As the rotating blades pass each opening in the stator, they mechanically shear particles and droplets, and expel material at high velocity into the surrounding mix, creating hydraulic shear. As fast as material is expelled, more is drawn into the rotor/stator generator, which promotes continuous flow and fast mixing.

Multi-shaft Mixers are used in the food industry for batching medium to high viscosity applications such as candy syrups, beverages, sauces, pastes, peanut butter, and other spreads.

This type of mixing system is comprised of two or more independently-driven agitators working in tandem. A low-speed anchor compliments high shear devices. Hence, for higher

viscosities, there is a need for a supplemental agitator to improve bulk flow, deliver material to the high-speed devices and constantly remove product from the vessel walls for better heat transfer.

The most common low-speed agitator designs are the two-wing and three-wing anchor. For added efficiency, especially in terms of axial flow, a three-wing anchor can be modified to feature helical flights in between wings.

Planetary mixers are commonly used for high-viscosity liquids mixing in both industrial and domestic applications, and take their name from the path followed by rotating blades.

In a planetary mixer, two or more blades rotate on their own axes while orbiting on a common axis. The agitators continually advance into the batch and contact fresh product all the time.

The classic double planetary mixer is a relatively low speed device; it relies on a product's viscosity to impart shear as two identical blades move through the batch and push materials against the vessel surfaces and between the blades.

1. **Use the information given in the text to compete the table.**

mixing equipment		
mixer/blender type	**parts**	**application range**
ribbon blender		
paddle mixer		
high-shear mixer		
multi-shaft mixer		
planetary mixer		

UNIT 6.

Text A. MILK PASTEURIZATION EQUIPMENT

1. **Before reading the text learn the terms used in the text:**

HTST system – высокотемпературная кратковременная система

vat pasteurizer – ванна длительной пастеризации

jacketed vat - ванна с теплозащитной рубашкой

heating coil – обогревательный змеевик, нагревательная спираль, нагревательный элемент

tank –бак; цистерна, резервуар

holding period – время выдержки

tubular/plate heater – трубчатый/пластинчатый нагреватель

gasket – прокладка, набивка, уплотнение

plate heat exchanger – пластинчатый теплообменник

heating medium – теплоноситель

storage tank – накопительная емкость, резервуар для хранения

hose – гибкий трубопровод, гибкая труба

clarifier – кларификатор, осветлитель

separator – сепаратор

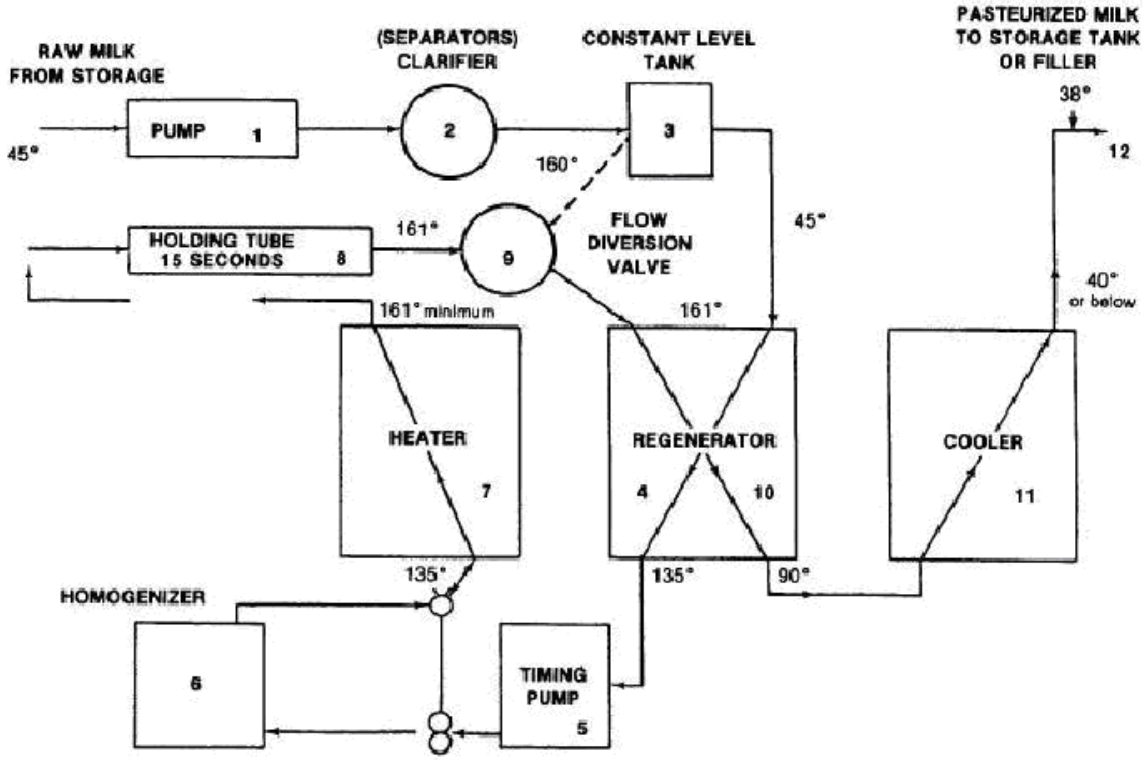
cone-shaped disc – конусовидный диск

bowl – резервуар

standardizing clarifier – кларификатор для регулирования состава

balance tank - емкость с постоянным уровнем, емкость с поплавком регулятором
float valve – поплавковый клапан
regenerator – регенератор, рекуператор
heat exchange section – секция теплообменника
positive displacement pump – нагнетательный насос, объемный насос
stainless steel plate – пластина из нержавеющей стали
timing pump – синхронизирующий насос
homogenizer – гомогенизатор
piston pump – поршневой насос
adjustable valve – регулируемый клапан
heater – нагреватель
holding tube – трубчатый выдерживатель
regenerative cooler – рекуперативный охладитель
flow diversion valve – клапан возврата, вентиль отвода потока
recorder-controller sensor – датчик регистратора -регулятора
coolant – хладоноситель

Fig. 1Milk flow through a HTST pasteurizer



2. Match the phrases below with the appropriate Russian equivalents.

1. to pump into raw milk storage tank	a) регулировать поток молока
2. processing step	b) осаждаться на внутренние стенки
3. tank with agitation	c) быть оборудованным чем-либо
4. to have several advantages	d) технологическая операция, технологический этап
5. time and energy saving	e) проходить через

	кларификатор
6. to pass through a clarifier	f) центробежная сила
7. to remove debris	g) в противоположном направлении
8. centrifugal force	h) закачивать в накопительную емкость для сырого молока
9. discs enclosed within the bowl	i) подогреваться до 57^0C
10. to deposit on the inside walls	j) проталкивать через отверстие
11. to separate the heavier milk fat from the lighter milk	k) чан с мешалкой
12. to be equipped with	l) диски, помещенные в резервуар
13. to maintain a constant supply	m) удалять мусор
14. to be heated to 57^0C	n) поддерживать постоянную подачу
15. in a counter direction	o) обладать несколькими преимуществами
16. to be cooled	p) экономия времени и энергии
17. to regulate the flow of milk	q) уменьшать температуру
18. to be forced through a passage	r) охлаждаться
19. surface friction	s) отделять более тяжелый молочный жир от более легкого молока
20. to reduce the temperature	t) поверхностное трение

3. Read and translate the text.

MILK PASTEURIZATION EQUIPMENT

1. **Raw Milk Storage.** Raw milk is received at the milk processing plant at a temperature 7C or less and pumped into raw milk storage tanks through flexible stainless steel or plastic hoses. This raw milk must be maintained at 7C or less until processed. The steps in processing raw milk will vary at different processing plants and the type of equipment used will also cause a variation in the processing steps. Raw milk that is to be packaged as whole milk is normally clarified, homogenized, pasteurized, and cooled prior to packaging. The sequence of these steps is not always in the same order. If the batch (vat) pasteurizer is used, the raw milk may be clarified and homogenized prior to pasteurization. These steps may also be accomplished after the milk is pasteurized.

2. **Vat pasteurizer**. The batch method uses a vat pasteurizer, which consists of a jacketed vat surrounded by either circulating water, steam, or heating coils of water or steam. The vat is typically a conical-bottom, enclosed dome-top tank with agitation. In the vat the milk is heated and held throughout the holding period while being agitated. The milk may be cooled in the vat or removed hot after the holding time is completed for every particle. As a modification, the milk may be partially heated in a tubular or plate heater before entering the vat. steam, or heating coils of water or steam

3. **HTST**. The continuous process method has several advantages over the vat method, the most important being time and energy saving. For most continuous processing, a high temperature short time (HTST) plate pasteurizer is used. The heat treatment is accomplished using a plate heat exchanger. This piece of equipment consists of a stack of

corrugated (for greater strength, improved fluid flow, and increased surface area) stainless steel plates clamped together in a frame. There are several flow patterns that can be designed. Gaskets are used to define the boundaries of the channels and to prevent leakage. The heating medium is typically hot water, preheated by steam. Modern units can process up to 200,000 L/h.

Clarifier. The cold raw milk passes through either a clarifier or a separator. A clarifier removes debris, some bacteria, and any sediment that may be present in the raw milk. It operates on the principle of centrifugal force. It consists of a bowl and a series of cone-shaped discs enclosed within the bowl. As the bowl revolves at several thousand revolutions per minute, the foreign matter, being heavier than the milk, is deposited on the inside walls of the clarifier bowl in the form of slime. A separator performs the same task, but also separates the heavier milk fat from the lighter milk to produce both cream and skim milk.

4. Some milk plants often use a standardizing clarifier. This piece of equipment can be used as a clarifier, separator and standardizer. Cream may be separated from whole milk, leaving skim milk. When the butterfat percent of milk is higher than desired, the milk may be standardized (the fat percent adjusted by adding skim milk) to the desired fat percent.

5. **Balance or Float Tank.** From the raw milk storage tank, the milk is pumped into a balance or float tank. The balance tank is equipped with a float valve that keeps the milk at a constant level and maintains a constant supply for the pasteurizer, as well as for other steps in processing.

6. **Regenerator (Heat Exchange Section).** From the balance tank, the cold raw milk is drawn into the regenerator section of the HTST by a positive displacement pump. The pump is located at the exit of the regenerator section. In the regenerator section, the cold raw milk is heated to approximately 57C by hot pasteurized milk flowing in a counter direction on the opposite sides of the thin stainless steel plates. The hot pasteurized milk is also cooled to approximately 32C by the raw milk. The pressure in the pasteurized side of the regenerator is always greater than the pressure on the raw milk side, which eliminates the possibility of contaminating the pasteurized milk with raw milk if flaws or leaks develop in the plates and gaskets.

7. **Timing Pump.** The positive displacement pump draws the raw milk out of the regenerator section and pumps it under pressure through the rest of the HTST pasteurization system. The timing pump regulates the flow of milk through the final heater, holding tube, regenerative cooler, and final cooler.The pump must be regulated and controlled so that it will take 15 seconds for every particle of milk to flow through the holding tube of the HTST pasteurizer.

8. **Homogenizer.** It is a common practice to connect the homogenizer between the timing pump and the final heating section of the HTST. (The clarifier may also be installed after the homogenizer and prior to the milk being pumped into the final heater.) The homogenizer consists of a three-cylinder positive displacement piston pump and the homogenizing valve. Capacities may be in the range of 20,000 L/hr. Operating pressures are approximately 12–16MPa. In the homogenizer, the fat globules of the milk are reduced in size as the milk is forced between small openings under pressure. The breaking up of the fat globules allows them to be evenly distributed throughout the milk and prevents the formation of a cream layer.

9. **Final Heater.** From the homogenizer, the milk is pumped through the heater section of the HTST pasteurizer. The milk, already preheated in the regenerator section, passes

over stainless steel plates where it is heated by hot water or steam on the opposite side of the plates to a temperature of at least 72^0C.

10. **Holding Tube.** From the final heater, the milk flows through the holding tube where it is "held" for at least 15 seconds. The "holding time" shall be taken to mean flow time of the fastest particle of milk, at or above 72^0C, throughout the holding tube section. The maximum velocity of the milk through the holding tube is governed by the speed of the timing pump, the diameter and length of the holding tube, and surface friction.

11. **Flow Diversion Valve.** After the milk flows through the holding tube, it passes the recorder-controller sensor. The recorder-controller sensor regulates the forward or diverted flow position of the flow-diversion valve. If milk passing the recorder-controller sensor is 72^0C or higher, the flow-diversion valve assumes a forward-flow position and the milk flows forward into the pasteurized section of the regenerator. If the milk is less than 72^0C when it passes the recorder-controller sensor, the flow-diversion valve assumes a diverted-flow position and the inadequately heated milk is diverted back into the raw milk balance tank.

12. **Regenerator (Cooling Section).** Properly heated milk flows through the flow-diversion valve into the pasteurized side of the regenerator section of the HTST. In the regenerator section, the pasteurized milk is cooled to approximately 32^0C by incoming cold raw milk on the opposite side of the stainless steel plates. The warm pasteurized milk then passes through the cooling section of the HTST, where a coolant, on the opposite side of stainless steel plates, reduces the temperature to 4^0C or below. The cold pasteurized milk then passes to a storage tank to await packaging.

4. Find in the text English equivalents to the following word-combinations.

1. закачивать через гибкие трубы из нержавеющей стали
pumped into raw milk storage tanks through flexible stainless steel or plastic hoses
2. резервуар закрытого типа с куполообразной крышкой
3. термообработка
4. пакет гофрированных пластин из нержавеющей стали
5. устанавливать границы канала (для протока жидкости)
6. предотвращать протечку
7. конусообразные диски, помещенные в резервуар
8. несколько тысяч оборотов в минуту
9. поддерживать постоянную подачу (молока)
10. избегать возможности загрязнения
11. трехцилиндровый нагнетательный поршневой насос
12. гомогенизирующий клапан
13. рабочее давление
14. выдерживаться в течение 15 секунд
15. регулироваться скоростью насоса
16. положение клапана на выход/возврат (молока)
17. принимать положение
18. отводить молоко обратно в накопительную емкость для сырого молока
19. дожидаться упаковки

5. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. Raw milk … into raw milk storage tanks through flexible stainless steel or plastic hoses.
2. A vat pasteurizer … a jacketed vat surrounded by either circulating water, steam, or heating coils of water or steam.
3. Gaskets … the boundaries of the channels and to prevent leakage.
4. In a HTST plate pasteurizer a stack of corrugated stainless steel plates … together in a frame.
5. Modern HTST plate pasteurizers … up to 200,000 L/h.
6. A clarifier … debris, some bacteria, and any sediment that may be present in the raw milk.
7. The bowl of the clarifier … at several thousand revolutions per minute.
8. The balance tank … a float valve that keeps the milk at a constant level.
9. In the homogenizer, the milk … between small openings under pressure.
10. If the milk is less than 72^0C, the flow-diversion valve … a diverted-flow position.

to process to remove to consist of to force to clamp
to assume to pump to revolve to define to equip with

6. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. For most continuous processing, HTST plate pasteurizers are used.
2. In a HTST plate pasteurizer, the heat treatment is accomplished using a clarifier.
3. A clarifier consists of a bowl and a series of cone-shaped discs enclosed within the bowl.
4. In the regenerator section, the cold raw milk is heated by hot pasteurized milk flowing in a counter direction on the opposite sides of the thin stainless steel plates.
5. The pressure in the pasteurized side of the regenerator is always lower than the pressure on the raw milk side.
6. The pump must be regulated so that it will take 45 seconds for every particle of milk to flow through the holding tube of the HTST pasteurizer.
7. The homogenizer consists of a three-cylinder positive displacement piston pump and the homogenizing valve.
8. In a final heater, the milk is heated by hot water or steam on the opposite side of the stainless steel plates.
9. The recorder-controller sensor regulates the speed of a timing pump.
10. In the cooling section of the HTST, a coolant on the opposite side of stainless steel plates reduces the temperature to 4^0C or below.

7.Answer the following questions.

1. What processing steps are followed to pasteurize raw milk?
2. What elements does a vat pasteurizer consist of?
3. What pasteurizer is used for most continuous processing? What elements is it made up of?
4. What functions does a clarifier perform?
5. What part of a balance tank keeps the milk at a constant level and maintains a constant supply for the pasteurizer?
6. How is milk heated in the regenerator section of the HTST?
7. What function is performed by a timing pump?

8. What elements does a homogenizer consist of?
9. How does a flow-diversion valve operate?
10. Where is the temperature of the milk reduced to 4^0C or below?

8. Speak on the following points.

1. Pasteurization methods.
2. The pieces of equipment used for continuous pasteurization.

Text B. HEAT EXCHANGERS

1. Before reading the text learn the terms used in the text:

tubular heat exchanger – трубчатый теплообменник
continuous flow heat exchanger – теплообменник непрерывного действия
spacing gasket – распорная прокладка
jacketed pan – котел с паровой/водяной рубашкой
agitator – мешалка, лопасть смесителя
cast iron – чугун
scraping blade – скребковое лезвие
swept-surface heat exchanger – скребковый теплообменник

2. Read and translate the text.

HEAT EXCHANGERS

Food and beverages are heat treated for several reasons, among which the most frequent and important is to inactivate microbial population and therefore stabilize and prolong shelf life. Heat transfer has to be rapid and effective, in order to avoid as much as possible any damage to qualities of food, and also to save time and cut down fuelling costs. In a heat exchanger, thermal energy is transferred from one solid or fluid to another solid or fluid.

Tubular heat exchanger. If one or both of the materials that are exchanging heat are fluids, flowing continuously through the equipment and acquiring/giving up heat, the process is very efficient, and these equipments are called "continuous flow heat exchangers". This equipment is often employed to pasteurize milk or other beverages, and the heat exchanging fluid is almost exclusively water or water steam. One of the fluids is usually passed through pipes or tubes, and the other fluid is passed round or across these.

The fluids can flow in the same direction through the equipment (parallel flow) or in opposite directions (counter flow), or they can also flow at right angles to each other (cross flow). Various combinations of these directions of flow can occur in different parts of the exchanger. In fact, most heat exchangers of this type have a mixed flow pattern. In parallel flow, the maximal temperature difference between the coldest and the hottest stream is at the entry to the heat exchanger, but at the exit the two streams approach each other's temperature. In a counter flow exchanger, leaving streams can approach the temperatures of the entering stream of the other component and so counter flow exchangers are often preferred. To further improve heat exchange efficiency, the surface of the tubes can be "corrugated", to extend the available surface and also to provoke dynamic turbulence in the fluids, improving thermal exchange up to 90% (especially in the case of low viscosity fluids). These equipments can be used also to cool down beverages.

Plate heat exchanger. Another popular heat exchanger for fluids of low viscosity, such as milk, is the plate heat exchanger, where heating and cooling fluids flow through

alternate tortuous passages between vertical plates as illustrated in figure 2. The plates are clamped together, separated by spacing gaskets, and the heating and cooling fluids are arranged so that they flow between alternate plates. Suitable gaskets and channels control the flow and allow parallel or counter current flow in any desired number of passes. A substantial advantage of this type of heat exchanger is that it offers a large transfer surface that is readily accessible for cleaning: in fact the banks of plates are usually arranged so that they may be taken apart easily.

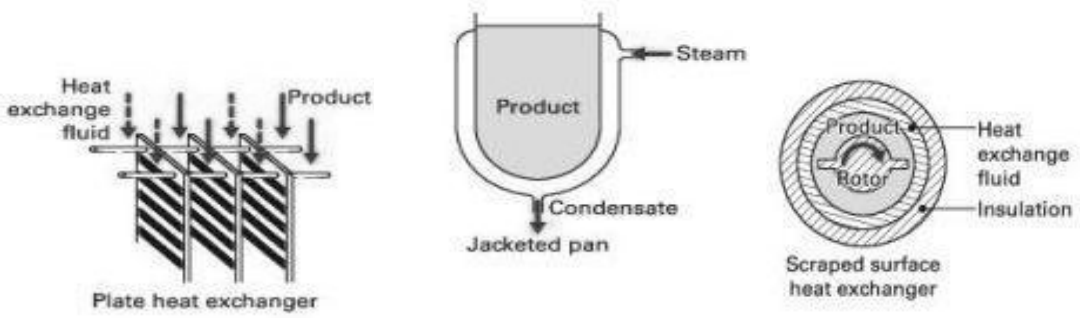


Figure 2. Different types of heat exchangers.

Jacketed pan. In this kind of heat exchanger, the fluid (liquid food up to paste consistence food can be treated with this equipment) to be heated is contained in a vessel, which may also be provided with an agitator to keep the fluid moving across the heat transfer surface, to assure its homogeneous heating. Where there is no agitation, heat transfer coefficients are lower or even halved. The source of heat is commonly steam condensing in the vessel jacket: there must be the minimum of air within the steam in the jacket, because air hinders heat exchange. The pan itself can be made of cast iron, stainless steel, or copper. Heat transfer coefficients are not very high: depending on the pan material and on the viscosity of the fluid to be heated.

Scraped surface heat exchanger. Another kind of heat exchanger consists of a jacketed cylinder with an internal cylinder concentric to the first one, and fitted with scraping blades. The blades rotate, causing the fluid to flow through the space between the cylinders with the outer heat transfer surface constantly scraped: the scraping blades continuously remove the food from the walls, keeping it mixed and allowing optimal heat exchange. This equipment finds considerable use particularly for products of higher viscosity, and can be also used to drive away heat from the food (e.g. freezing of ice creams and cooling of fats during margarine manufacture). Scraped surface exchangers can also be used to process foods sensitive to heat and/or to mechanical stress.

3. Answer the following questions.

1. Why are food and beverages heat treated? What processing equipment is used for this purpose?
2. What are the basic components of a tubular heat exchanger?
3. Where are tubular heat exchangers employed?
4. What are the possible patterns of fluid flow in a tubular heat exchanger?
5. Why is the surface of the tubes “corrugated” in tubular heat exchangers?
6. What is the design of a plate heat exchanger?
7. What is a substantial advantage of plate heat exchangers?

8. Where is the fluid to be heated contained in a jacketed pan? What are the components of a jacketed pan?
9. What materials are used to make jacketed pans?
10. What components does a scraped heat exchanger consist of?
11. What is the function of scraping blades in a scraped heat exchanger?
12. What products are processed using scraped heat exchangers?

UNIT 7.

Text A. ICE CREAM MANUFACTURING EQUIPMENT

1. **Before reading the text learn the terms used in the text:**

unit operation – типовой процесс
mix aging – созревание смеси
metering pump – дозирующий насос, дозатор непрерывного действия для жидкостей
metering tank – порционный резервуар
load cell – датчик загрузки
high-shear blender – смеситель с большими сдвиговыми усилиями
centrifugal pump – центробежный насос
refrigerated storage tank – охлаждаемый резервуар-хранилище
continuous freezer – морозильный аппарат непрерывного действия
refrigerant – хладагент, охлаждающее средство
dasher – взбивающий механизм фризера, било
ingredient feeder – загрузочный дозатор для сырьевых ингредиентов
hopper – загрузочная воронка, приемный желоб
dosing screw – шнек-дозатор
feeding pump – подающий насос, питающий насос
shaker table – вибростенд
blast freezer – скороморозильный аппарат (с интенсивным движением воздуха)
freezing tunnel – туннельный морозильный аппарат
plate freezer – плиточный морозильный аппарат

2. **Match the phrases below with the appropriate Russian equivalents.**

1. blending of ingredients
2. to be equipped with something
3. pumping system
4. high temperature short time heat exchanger
5. feed tank
6. solubilization
7. two stage homogenizer
8. homogenizer valve
9. crystal nucleation
10. aging time

1. гомогенизирующий клапан
2. кристаллизация
3. снабженный рубашкой, заключенный в кожух
4. питающий резервуар
5. время созревания
6. воздушный насос
7. закаливание
8. быть оборудованным чем-либо
9. система накачки
10. смешение ингредиентов

11. freezing	11. растворение, солюбилизация
12. air incorporation	12. быть заполненным на треть
13. to be filled one-third	13. пастеризатор для высоко-температурной кратковременной пастеризации
14. jacketed	14. двухступенчатый гомогенизатор
15. air pump	15. интенсивность замораживания
16. compressed air	16. насыщение воздухом
17. high-pressure pump	17. сжатый воздух
18. hardening	18. наполнитель в виде кусочков(орехов, печенья и т.д.)
19. freezing rate	19. насос высокого давления
20. particulate ingredient	20. фризерование

3. <u>Read and translate the text.</u>

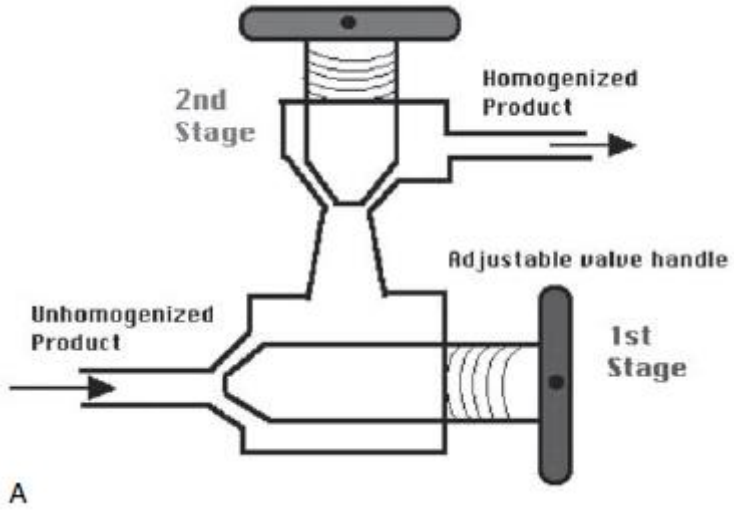
ICE CREAM MANUFACTURING EQUIPMENT

Ice cream manufacturing process can be divided into two distinct stages, mix manufacture and freezing operations. Ice cream mix manufacture consists of the following unit operations: combination and blending of ingredients, batch or continuous pasteurization, homogenization, and mix aging.

Blending. Ingredients are usually preblended prior to pasteurization, regardless of the type of pasteurization system used. Blending of ingredients is relatively simple if all ingredients are in the liquid form, as automated metering pumps or tanks on load cells can be used. When dry ingredients are used, powders are added through either a pumping system under high velocity or through a high-shear blender (liquifier), a small chamber with rotating knife blades that chop all ingredients as they are mixed with the liquid passing though the chamber via a large centrifugal pump.

Pasteurization. The mix is then pasteurized. Continuous pasteurization is usually performed in a high temperature short time (HTST) heat exchanger following blending of ingredients in a large, insulated feed tank. Some preheating, to 30^0C or 40^0C, is necessary for solubilization of the components. The HTST system is equipped with a heating section, a cooling section, and a regeneration section. Cooling sections of ice cream mix HTST presses are usually larger than milk HTST presses.

Homogenization. The mix is also homogenized. Homogenizers of the common type consist of a high-pressure pump that forces the liquid through a narrow opening, the so-called homogenizer valve Two-stage homogenization is usually preferred for ice cream mix. Homogenization of the mix should take place at the pasteurizing temperature. If a two stage homogenizer is used, a pressure of 2000 - 2500psi on the first stage and 500 - 1000psi on the second stage should be satisfactory under most conditions.



A

Ageing. The mix is then aged for at least four hours and usually overnight. Aging is performed in insulated or refrigerated storage tanks, silos, etc. Mix temperature should be maintained as low as possible without freezing, at or below 5^0C. An aging time of overnight is likely to give best results under average plant conditions.

Freezing. Ice cream freezing also consists of two distinct stages: (1) passing the mix through a swept-surface heat exchanger under high shear conditions to promote extensive ice crystal nucleation and air incorporation; and (2) freezing the packaged ice cream under conditions that promote rapid freezing and small ice crystal sizes.

Ice cream mix can be frozen in batch or continuous freezers and the conditions used will depend on the type of a freezer. Batch freezers consist of a rotating barrel that is usually filled one-third to one-half full with ice cream mix. As the barrel turns, the air in the barrel is incorporated into the ice cream mix.

Continuous freezers dominate the ice cream industry. Modern freezers are available with capacities up to 4,000 L/h. Continuous freezers consist of a fixed barrel that has blades inside that constantly scrape the surface of freezing barrel. The ice cream mix is drawn from the flavoring tank into a swept surface heat exchanger, which is jacketed with a liquid, boiling refrigerant (usually ammonia in larger scale freezers).

Incorporation of air into ice cream is a necessity to produce desirable body and texture. Modern continuous freezers contain an air-pump, which injects filtered compressed air into the mix during the freezing phase. Rotating knife blades and dashers keep the product agitated and prevent freezing on the side of the barrel.

Flavoring and colouring. Flavoring and colouring can be added to the mix prior to passing through the barrel freezer, and particulate flavoring ingredients, such as nuts, fruits, candy pieces, or sauces can be added to the semi-frozen product at the exit from the barrel freezer prior to packaging and hardening.

Centrifugal pumps are employed to pump sauces through a nozzle into semi-frozen ice cream. Ingredient feeders are designed for controlled injection of a wide range of particulate ingredients into a continuous flow of ice cream. A conventional fruit feeder consists of three main units each separately driven: a hopper with dosing screw and an agitator, a feed pump and in-line mixer. The ingredients are fed into the hopper, where they are kept in constant motion by the agitator. The agitator ensures a constant supply of ingredients to the dosing screw mounted at the bottom of the hopper. Ingredients are moved to the feeding pump that gently incorporates the ingredients into the continuous flow of ice cream. The flow of particulates can be tied automatically to the flow rate of ice cream from the continuous freezer. For larger particulates (e.g., candy or bakery pieces), a

shaker table can be used, rather than a hopper with screw configuration, to prevent break-up of the delicate particulate ingredients.

Hardening. After the particulates have been added, the ice cream is packaged and is placed into a blast freezer at -30^0 to -40^0C where most of the remainder of the water is frozen. Freezing rate must still be rapid, so freezing techniques involve low temperature (-40^0C) with either enhanced convection (freezing tunnels with forced air fans) or enhanced conduction (plate freezers).

4. Find in the text English equivalents to the following word-combinations.

1. технологический процесс производства мороженого
2. состоять из следующих технологических операций
3. дозирующий насос с весовым датчиком
4. цилиндр с вращающимися лезвиями ножей
5. проводить пастеризацию
6. выталкивать жидкость через узкое отверстие
7. температура должна поддерживаться
8. способствовать кристаллизации
9. замораживаться во фризере непрерывного действия
10. вращающийся цилиндр
11. чистить поверхность цилиндра фризера
12. подаваться в скребковый теплообменник
13. теплообменник, снабженный рубашкой с хладагентом
14. впрыскивать очищенный сжатый воздух
15. предотвращать намерзание на стенках цилиндра
16. наполнители подаются в загрузочную воронку
17. обеспечивать постоянную подачу наполнителей
18. шнек-дозатор, установленный на дне загрузочной воронки
19. помещаться в скороморозильный аппарат с интенсивным движением воздуха
20. технология замораживания

5. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. Ice cream mix manufacture … the following unit operations: combination and blending of ingredients, batch or continuous pasteurization, homogenization, and mix aging.
2. A high-shear blender (liquifier) … a small chamber with rotating knife blades that chop all ingredients as they are mixed with the liquid passing though the chamber via a large centrifugal pump.
3. The HTST system … with a heating section, a cooling section, and a regeneration section.
4. Homogenizers … the liquid through a narrow opening, the so-called homogenizer valve.
5. Aging … in insulated or refrigerated storage tanks, silos, etc.
6. Modern continuous freezers … an air pump, which injects filtered compressed air into the mix.
7. Rotating knife blades and dashers … freezing on the side of the barrel.
8. Centrifugal pumps …. to pump sauces through a nozzle into semi-frozen ice cream.

9. Ingredient feeders … for controlled injection of a wide range of particulate ingredients into a continuous flow of ice cream.

10. After the particulates have been added, the ice cream … into a blast freezer at -30^0 to -40^{0}C.

to force	to equip	to perform	to be	to prevent
to employ	to design	to consist of	to contain	to place

6. Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.

1. A high-shear blender (liquifier) is a small chamber with rotating knife blades that chop all ingredients as they are mixed with the liquid passing though the chamber via a large centrifugal pump.
2. The HTST system is equipped with a high-shear blender.
3. Homogenizers of the common type are equipped with a high-pressure pump that forces the liquid through a narrow opening, the so-called homogenizer valve.
4. Batch freezers consist of a fixed barrel that is usually filled one-third to one-half full with ice cream mix.
5. Continuous freezers consist of a barrel that has blades inside that constantly scrape the surface of a freezing barrel.
6. In modern continuous freezers, rotating knife blades and dashers keep the product agitated.
7. A conventional fruit feeder is employed to pump sauces into semi-frozen ice cream.
8. A conventional fruit feeder consists of three main units: a hopper, an agitator and an air pump.
9. The feeding pump gently incorporates the ingredients into the continuous flow of ice cream.
10. After the particulates have been added, the ice cream is packaged.

7. Answer the following questions.

1. What stages can ice cream manufacture be divided into?
2. What main components does a high-shear blender consist of?
3. What piece of equipment is used for the pasteurization of ice cream mix?
4. What is a homogenizer? How does it operate?
5. Where is the aging of ice cream mix performed?
6. What pieces of equipment are used to freeze ice cream mix?
7. What piece of equipment pumps sauces into semi-frozen ice cream?
8. What is a conventional fruit feeder? What components does it consist of?
9. Where is ice cream placed after its packaging?
10. What techniques are used for rapid freezing?

8. Speak on the following point.

1. The equipment used in ice cream manufacturing.

Text B. FREEZING EQUIPMENT

1. Before reading the text learn the terms used in the text:

plate freezer – плиточный морозильный аппарат

blast freezer – скороморозильный аппарат
belt freezer – конвейерный морозильный аппарат
fluidized-bed freezer – флюидизационный морозильный аппарат
cryogenic freezer – криогенный морозильный аппарат
spacer – ограничительная пластина, распорная деталь
refrigerant – хладагент
heat transfer rate – интенсивность теплопередачи
scraped surface freezer – скребковый морозильный аппарат
scraper – скребок
mesh conveyor belt – сетчатая конвейерная лента
spray head – головка с распыливающими наконечниками

FREEZING EQUIPMENT

Lowering the temperature below the freezing point of the product stops microorganisms from growing and reduces the activity of enzymes. Industrial freezers remove heat from the surface of a food as rapidly as possible. There are several types of industrial freezers, including plate freezers, blast freezers, , fluidized-bed freezers, and cryogenic freezers.

Plate Freezer. A plate freezer consists of a vertical or horizontal stack of hollow plates, through which refrigerant is pumped at -40^0C. Food blocks are placed between the plates which are then moved together hydraulically and a slight pressure is exerted on the food to be frozen. Spacers, fractionally smaller than the food, may be inserted to prevent the food from being crushed. Plate freezers can be double-plate or multi-plate arrangements. These plates are arranged in an insulated cabinet. The plate freezer is a very efficient method of freezing food with relatively high rates of heat transfer but the technique is inevitably limited to flat foods and packs of relatively shallow dimension.

Blast Freezer. Air blast tunnel freezer consists of an insulated tunnel in which the cooling air is recirculated over food at between -30^0C and -40^0C. The product to be frozen is placed on trolleys, hooks, or conveyors. The air, cooled by indirect contact with a refrigerant in a heat exchanger, is blown over the food surface by fans or blowers. The simplest form of blast freezer is a batch-operated cabinet freezer in which the food to be frozen is placed on trays which are then wheeled into the cabinet on trolleys. The cabinet is designed to move air evenly at equal velocity over all the surfaces to be frozen and trolleys and trays are designed to offer the same resistance to air flow no matter which path the air takes through the freezer. For this reason the freezer must always be used at full capacity.

In a continuous air blast freezer the food travels on a conveyor belt through a tunnel in which there is a counter-current flow of cold air. The residence time in the freezer is made equal to the required freezing time.

The great advantage of the blast freezer is its ability to accommodate foods of all shapes and sizes; in this respect it is far more versatile than the plate freezer. However, the freezing time will be relatively long.

Belt freezer. These freezers consist of a continuous stainless steel or plastic belt moving in an insulated room. Belt freezers can be straight belt types or spiral belt types. Products either in solid or liquid form can be frozen in this type of freezer. In the case of solid foods, perforated belts are generally used and air can be forced upward through the belt. The upward movement of air can partially lift the product, giving high heat transfer rates and free flowing nature to the frozen product. Air velocities in the range of 1–6 m/s are generally used in these systems.

In a spiral belt freezer, a continuous conveyor belt moves around a cylindrical drum, for up to 50 rounds. These systems require more space when compared to straight belt systems. Air flow can be upward or downward through the spirals. As it accommodates a long conveyor belt, this arrangement gives longer product residence times. This type of arrangement is well suited for products requiring longer freezing times, packaged products, and larger-size products.

Scraped Surface Freezer. This type of freezer is mainly used for liquid and semisolid foods with or without particulates.

It consists of two concentric cylinders, the outer one being insulated to prevent heat gain from the surroundings. The cooling medium flows in the space between the two cylinders, whereas the food is contained in the inner cylinder. A scraper rotates inside the inner cylinder to scrape the frozen product layer from the freezer surface. This keeps the metal surface clean and gives high heat transfer coefficients. Scraped surface freezers can be operated in batch mode or continuous mode. The product is frozen rapidly and the fast freezing gives a large number of small ice crystals in the product. This type of freezer is extensively used in the ice cream manufacturing industry.

Fluidized-bed freezer. These freezers are used to freeze particulate foods such as peas, cut corn, diced carrots, and strawberries. The foods are placed on a mesh conveyor belt and moved through a freezing zone in which cold air is directed upward through the mesh belt and the food particulates begin to tumble and float. This tumbling exposes all sides of the food to the cold air and minimizes the resistance to heat transfer at the surface of the food.

Cryogenic freezer. Cryogenic freezing came into existence in the 1960s with the introduction of cryogens such as liquid nitrogen and carbon dioxide. A variety of equipment configurations are available. The simplest is the batch cabinet freezer in which liquid nitrogen is injected into a high-velocity gas stream circulating in the insulated cabinet. The food to be frozen is placed in trays which fit onto a trolley rather in the manner of a tray drier.

In a tunnel freezer food is conveyed on a mesh belt through an insulated tunnel. The food passes through a region in which cold nitrogen gas circulates at a high velocity before being conveyed to the spray heads, where liquid nitrogen is sprayed directly onto the food surface. Fish, meat, poultry, fruit, vegetables and bakery products can all be frozen in this way.

Particulate foods such as diced meat or vegetables are best processed in a rotary cryogenic freezer. This consists of a long hollow drum which is inclined horizontally to aid the flow of material through the device. Food falls through a curtain of nitrogen vapour and liquid nitrogen resulting in an IQF (Individual Quick Frozen) product. Such equipment may be up to 1.5 m in diameter and 10 m in length.

2. <u>Answer the following questions.</u>

1. What is the working principle of industrial freezers?
2. What types of industrial freezers are described in the text?
3. What piece of freezing equipment typically uses a vertical or horizontal stack of hollow plates, through which refrigerant is pumped at -40ºC?
4. What is the role of spacers in plate freezers?
5. The technique used in plate freezers is limited to flat foods and packs of relatively shallow dimension, isn’t it?
6. What is a blast freezer? Can you describe the process of freezing in a blast freezer?
7. What is the great advantage of a blast freezer?

8. What is a belt freezer? How does it work?
9. What are the possible types of belt freezers?
10. What components does a scraped surface freezer consist of?
11. What is the application range of fluidized-bed freezers?
12. Can you describe the process of freezing in a tunnel cryogenic freezer?
13. What foods can be frozen in a tunnel cryogenic freezer?
14. What foods are best processed in a rotary cryogenic freezer? What components does it consist of?

UNIT 8.

Text A. BUTTER MANUFACTURING EQUIPMENT

1. **Before reading the text learn the terms used in the text:**

skim milk – снятое молоко, обезжиренное молоко
disk – тарелка (сепаратора-сливкоотделителя)
distribution hole – распределительное отверстие
churn – маслоизготовитель, маслобойка
plate heat exchanger – пластинчатый теплообменник
rotary agitator – ротационная мешалка
continuous butter-making machine – маслоизготовитель непрерывного действия
beater – лопасть (мешалки), било
variable speed motor – двигатель с переменной частотой вращения
sieve – решето, сито
worker – маслообразователь, рабочая секция (маслоизготовителя)
screw – шнек
perforated plate - перфорированная пластина
strand – непрерывная заготовка
kneading – перемешивание, сбивание (масла)
positive pump – нагнетательный насос

2. **Match the phrases below with the appropriate Russian equivalents.**

1. churning	a) центробежная сила
2. working	b) ось вращения
3. milk pasteurizer	c) ванна созревания
4. centrifugal force	d) сбивание
5. to move inwards/outwards	e) бак, чан, ванна
6. the axis of rotation	f) масляное зерно
7. storage tank	g) пахта
8. aging tank	h) обработка, текстурирование
9. tub	i) состав масла
10. revolution	j) выдавливать, выпрессовывать
11. butter grain	k) пастеризатор молока
12. buttermilk	l) регулировать, приводить в соответствие
13. to drain off	m) двигаться внутрь/наружу
14. to adjust	n) бак-хранилище, бак-

резервуар

15. butter composition
16. shelf life
17. to squeeze
18. roller
19. retail package

o) оборот, вращение
p) валец
q) мелкая фасовка
r) спускать, сливать
s) срок годности

3. **Read and translate the text.**

BUTTER MANUFACTURING EQUIPMENT

Butter is generally made from cream by churning and working. Cream can be either supplied by a fluid milk dairy or separated from whole milk by the butter manufacturer.

If the cream is separated by the butter manufacturer, the whole milk is preheated to the required temperature in a before being passed through a . Centrifuges can be used to separate the cream from the skim milk. The centrifuge consists of up to 120 discs stacked together at a 45 to 60 degree angle and separated by a 0.4 to 2.0 mm gap or separation channel. Milk is introduced at the outer edge of the disc stack. The stack of discs has vertically aligned distribution holes into which the milk is introduced. Under the influence of centrifugal force the fat globules (cream), which are less dense than the skim milk, move inwards through the separation channels toward the axis of rotation. The skim milk will move outwards and leaves through a separate outlet.

The cream is cooled and led to a storage tank where the fat content is analyzed and adjusted to the desired value, if necessary.

From the intermediate storage tanks, the cream goes to at a temperature of 95oC or more. The high temperature is needed to destroy enzymes and micro-organisms that would impair the keeping quality of the butter.

If *ripening* is desired for the production of cultured butter, mixed cultures of lactic-acid bacteria are used and the cream is ripened to pH 5.5 at 21oC and then pH 4.6 at 13oC. Most flavour development occurs between pH 5.5 - 4.6. The colder the temperature during ripening, the more flavour develops. Ripened butter is usually not washed or salted.

In the aging tank, the cream is subjected to a program of . Cold-aging of cream ensures that the appropriate fat crystalline structure is obtained for optimum churning.

From the aging tank, the cream is pumped to the churn via a plate heat exchanger, which brings it to the required temperature. The *churning* is in most cases achieved by beating in of air. It can be done in a churn, mostly consisting of a large vessel (tub, cylinder, cube, or double-ended cone) with so-called dashboards. The vessel is filled with cream and is rotated at several revolutions per minute (r.p.m.). The churning then takes, say, 20 min. There are also churns with a rotary agitator (for example, 20 r.p.m.).The latter principle is also applied in the frequently used continuous butter-making machine according to Fritz (See Fig.1). In the dairy industry today the majority of the butter is produced on these machines.

Fig. 1

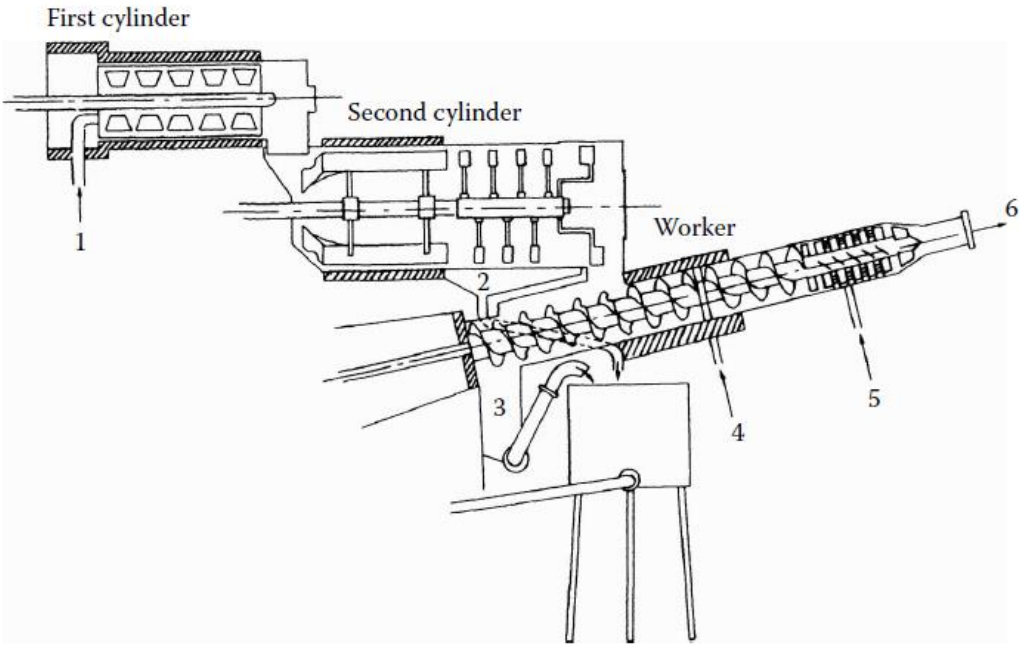


Fig. 1 Continuous butter-making machine according to Fritz

In a continuous butter-making machine according to Fritz, the cream enters at (1) and is very intensively churned in the first cylinder fitted with beaters that are driven by a variable speed motor (turning speed of beater, for example, 2000 r.p.m.), yielding very fine butter grains. In the second cylinder (say, 30 r.p.m.), the grains are churned into larger grains, allowing the buttermilk to drain off via a sieve (2). The grains fall in the worker, where they first are kneaded together by the screw, with the residual buttermilk being drained off (3). The mass may be chilled with water (4). The butter is now squeezed through a series of perforated plates and leaves the machine as a strand (6). To adjust the butter composition, additional water, brine, and so forth, can be incorporated during working (5). Some machines are equipped with two worker sections in series. To improve the butter quality, the system is equipped with a vacuum section in which the incorporated air is removed. Removal of air from the butter will improve the texture of the butter and increase the shelf life due to less oxidation and risk of free moisture. A denser product will also improve the efficiency at the packaging machine.

The *working* (kneading) is done to transform the butter grains into a continuous mass; to finely disperse the moisture in the butter; to regulate the water content; and, if desired, to incorporate salt. Working consists of deforming the butter. This can, for instance, be achieved by squeezing the butter through rollers, by allowing it to fall from a height, or by squeezing the butter through perforated plates (in the continuous machines). During the working, the water content is regularly checked and, if needed, additional water is added by injectors to arrive at the accepted standard value.

The finished butter can be immediately packaged in a retail package. After the working, butter is soft enough to be pumped from the churn-and-worker by a suitable positive pump. The packaged butter moves on to cold storage.

4. **Find in the text English equivalents to the following word-combinations.**

1. изготавливаться из сливок с помощью сбивания
2. предварительно подогреваться до необходимой температуры
3. диски, размещенные последовательно под углом от 45^0 до 60^0
4. разделенные (межтарелочным) зазором от 0.4 до 2.0 мм
5. внешняя кромка пакета тарелок

6. под влиянием центробежной силы
7. программа регулируемого охлаждения
8. перемешиваться с помощью шнека
9. сливки закачиваются в маслоизготовитель
10. состоящий из большого сосуда
11. вращаться со скоростью несколько оборотов в минуту
12. цилиндр, оснащенный лопастями (для сбивания)
13. приводимый в действие двигателем с переменной частотой вращения
14. охлаждаться водой
15. ряд перфорированных пластин
16. быть оборудованным двумя последовательно установленными рабочими секциями
17. быть оборудованным вакуум-камерой
18. увеличивать срок хранения
19. продавливать масло через вальцы
20. быть упакованным

5. **In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)**

1. Centrifuges …. to separate the cream from the skim milk.
2. The centrifuge …. up to 120 discs separated by a 0.4 to 2.0 mm gap.
3. The stack of discs … vertically aligned distribution holes into which the milk is introduced.
4. Under the influence of centrifugal force the cream … inwards through the separation channels toward the axis of rotation.
5. A plate heat exchanger … the cream to the required temperature.
6. The churn vessel … at several revolutions per minute (r.p.m.).
7. The first cylinder fitted with beaters … by a variable speed motor.
8. In the second cylinder, the grains … into larger grains.
9. The butter … through a series of perforated plate.
10. To improve the butter quality, the system … a vacuum section.

to rotate	to drive	to consist of	to squeeze	to move
to churn	to used	to equip	to have	to bring

6. **Say whether the following statements are true or false in relation to the information in the text. If you think the statement is false, change it to make it true.**

1. Centrifuges are used to separate cream from whole milk.
2. Centrifuges consist of discs stacked together at a 90 degree angle and separated by a gap or separation channel.
3. A plate heat exchanger brings the cream to the required temperature.
4. A churn consists of a large vessel with so-called dashboards.
5. In a continuous butter-making machine according to Fritz, the first cylinder is fitted with beaters driven by a positive pump.
6. In a continuous butter-making machine according to Fritz, the worker is equipped with a screw, kneading the butter grains together.
7. To improve the butter quality, a continuous butter-making machine can be equipped with an auxiliary worker section in which the incorporated air is removed.

8. During the working, the butter is squeezed through rollers or perforated plates (in the continuous machines), or can fall from a height.

9. After the working, butter is soft enough to be pumped from the churn-and-worker by a suitable positive pump.

10. The packaged butter moves on to an aging tank.

7. **Answer the following questions.**

1. What piece of equipment is used to separate the cream from the whole milk?
2. What elements does a centrifuge consist of?
3. Why is the cream subjected to pasteurization?
4. What piece of equipment is used to churn the cream?
5. What process takes place inside the first cylinder of a continuous butter-machine? What elements is the first cylinder fitted with?
6. What process takes place inside the second cylinder of a continuous butter-machine?
7. What is a worker? What components does it consist of?
8. What section helps remove the incorporated air from the butter?
9. What are the ways to achieve butter working?
10. What pieces of equipment are used to add, if needed, additional water to the butter?

8. **Speak on the following points.**

1. The equipment used in butter production.
2. The working principle of a continuous butter-making machine.

Text B. FILLING MACHINES

1. **Before reading the text learn the terms used in the text:**

filler – дозатор, наполнительная машина
volumetric filler – объёмный дозатор, наполнительная машина
piston filler – поршневой дозатор
intake stroke - ход всасывания (насоса)
supply tank – питательный бак, питающий бак
directional valve – направляющий клапан
measuring chamber – измерительная камера
auger filler – шнековый дозатор
hopper – загрузочная воронка
bridging – закупоривание, засорение
net weight filler – весовой дозатор, определяющий массу нетто
gross weight filler - весовой дозатор, определяющий массу брутто
feeder – питатель, подающий механизм, дозатор
funnel – воронка, раструб

2. **Read and translate the text.**

FILLING MACHINES

The filling machine is usually the most important machine in a food packaging line. The filler performs two critical functions. It measures out a specific quantity of a food product and it places that metered quantity of the food product into a package. The machine may

also perform other functions, such as making the package and closing the package. Most fillers can be set up to work on many different products.

Filling machines used in food systems measure out a quantity of product by volume or weight.

Volumetric fillers deliver a measured volume of product into each container. Volumetric systems are flexible and can be adapted to a wide variety of products, ranging from water to thick pastes or powders and other dry products.

Piston filler. Piston fillers are the most common type of volumetric filler. Piston fillers measure and deliver the product by the action of a single piston. On the intake stroke, the piston draws product out of the supply tank, through a directional valve and into the measuring chamber, which houses the piston. Then, on the following delivery stroke, the valve leading to the container is opened and the valve leading to the supply chamber is closed, causing the product to flow out of the chamber and into the container. The filled container is then conveyed away and replaced by another empty container and the process cycle repeats.

Auger filler. Auger fillers are a widely used type of volumetric filling equipment used for many types of dry products and thick pastes. The product is held temporarily in a conical shaped bin and metered and conveyed out through an opening at the bottom by an auger. The auger must be specially designed and manufactured to suit the product. The volume of product delivered is directly related to the number of degrees that the auger rotates. The control can be based on time, which requires that the speed of rotation be constant, or it can be based on the degrees of rotation. To change the volume of product delivered, the time that the auger rotates can be increased or decreased.

Some powders tend to bridge in the hopper and not flow into the auger. To prevent bridging, manufacturers make various types of agitators that rotate together with the auger. The agitator breaks up the bridged product and keeps the product flowing smoothly to the auger. If the density of the product is constant, metering a specific volume of product also specifies a particular weight. Volumetric filling is a good choice for products of this type.

Weight filling is used for products that do not have uniform density and for products that require more accurate metering. There are two type of weight filling, gross weight and net weight.

Net weight fillers. Net weight fillers measure out the desired weight of product and convey the measured product to the container.

The metering step is done inside the machine, before the product is introduced into the container. The scale measures only the weight of the product. When the weight of the product in the hopper reaches the preset value, the feeder stops and the hopper opens to discharge the product into a funnel, which guides the product into the container. After the product has been placed into the container, the container is moved away and an empty container is moved into position.

Gross weight filler. A gross weight filler measures the combined weight of the product and the package. Before the filling operation begins, a sample of packages is weighed individually and the average is calculated. The metering scale is then preset with sum of the desired product weight and the average weight of a container. The product is metered directly into a container until the scale determines that the proper (combined) weight has been reached. At that time, the product flow is terminated, the filled container is moved out and an empty container is moved into position to be filled.

3. Answer the following questions.

1. What functions does a filler perform?
2. How do filling machines measure out a quantity of product?
3. What measures the product in a piston filler?
4. What function do valves perform is a piston filler?
5. What is the difference between a piston filler and an auger filler?
6. Why are auger fillers equipped with various types of agitators?
7. How does a net weight filler operate?
8. What is the difference between a net weight filler and a gross weight filler?
9. What function does a metering scale perform in a gross weight filler?

GRAMMAR EXERCISES

Participle I

Ex. 1. Use the appropriate form of participle I of the verb in brackets.

1. Poirot and I behaved in the customary fashion of people (to show) over the houses. 2. I felt a bitter envy towards the two small boys (to walk) along the path. 3. (To greet) her, he turned the key in the only door with a certain skill. 4. (To have) tea she went early to Victoria Station. 5. There was a noise of curtain-rings (to run) back along the rods, of water (to splash) in the basins. 6. She had a pale face and dark hair (to turn) grey. 7. (To pick) up his coat, he walked on into the field. 8. The dog Balthasar, (to walk) round the three small flower-beds, had also taken a seat in front of old Jolyon. 9. He and Soames stood in the drawing-room (to wait). 10. Not for one moment did he show surprise at the wedding gift (to present) to him personally. 11. (To dry) his hands, Tom came across from the washstand. 12. The major was at the telephone (to sit) on a box. 13. She had a hand on his shoulders and was including herself in the pictures (to take). 14. He crossed the room to the long buffet (to stand) beside the girl he picked up a sandwich. Then, (to turn) and (to speak) nervously and with an effort he said, 'I say, do you mind if I speak to you?' 15. (To think) this, with some comfort, she fell asleep. 16. (To see) Fleur and his grandson off to the sea that morning, he felt flat. 17. Miss Lindey, (to see) Rose, smiled. 18. Miss Swiss poured out another cup of tea for herself, and (to taste) it, plunged into further confidences. 19. (To walk) longside, Dan inclined his head towards the building they had left. 20. (To jump) down from the stairs, he went over to the driver. 21. (To lift) the telephone, Peter asked for the director.

Ex. 2. Use the infinitive or participle I of the verb in brackets.

1. He watched McNeil (to cross) the room and (to go) out of the door. 2. She saw his teeth (to gleam) in what must be a smile. 3. 'Some stairs here,' said Calvin. Hunter saw him (to vanish) down a twist of two stairs. 4. He lifted his head quickly and saw Annette (to stand) just outside the drawing-room windows. 5. This phrase made Jane (to sigh) deeply as she poured out the coffee. 6. The noise in the entrance hall continued, and more vehicles could be heard (to arrive) at the door. 7. 'Hold the print with these tons,' said Calvin, 'and move it in the solution as I told you. Soon you'll see the picture (to appear). It's like magic. I never get tired of seeing the picture (to come). 8. As Rosa watched Jan (to disappear) round the corner fifty yards away down the workroom, she smiled violently to see his face. 9. Calvin departed laughing, and could be heard (to laugh) and (to sneeze) all the way down the stairs. 10. Looking toward the door, he saw Lucy (to come) in. 11. He walked through the drawing-room into the garden. In the last light he saw the flowers (to close) up.

Ex. 3. Point out the complex object with the participle. Translate the sentences into Russian.

1. I heard him moving about, and presently he was back with some hot soup. 2. When Mary opened her eyes she saw Nina standing by her side. 3. Simon shortly found her having coffee in the sitting-room. 4. She felt her cheeks blushing a little. 5. I noticed Tom Wells standing in the shadow of the mountain. 6. She liked to watch him doing things, digging, planting, trimming.

Participle II

Ex. 1. Pay attention to the use participle II in the following sentences and translate them into Russian.

1. The answer to this was unexpected. 2. You didn't look so interested. 3. There was a stillness in the small intimate dining-room, broken only by the subdued ticking of a Dutch clock upon the wall. 4. He replaced used ash-trays on the table with fresh, and refilled Dodo's coffee cup, then the others. 5. He entered, puzzled but interested. 6. She always became impatient when asked to define a word of whose definition she was not sure. 7. Puzzled by the dim light, Sanders turned his attention to the inshore areas. 8. 'Tell you what,' said Gideon, as if struck with a new idea. 9. You could have passed me by unnoticed. 10. Presently he came to a standstill, with his hands deep plunged into his pockets. 11. She had no photographs of herself taken since her marriage.

Ex. 2. Point out the complex object with participle II. Translate the sentences into Russian.

1. I am not accustomed to having my word doubted. 2. I want my head examined for making this dangerous journey. 3. 'I want to get the grass cut,' he said. 4. 'Do people have their own photographs taken? said Paul. 5. Your sister would like the bottle opened. 6. I want Jane and her husband moved into one of the new houses on the hill. 7. Eliza, as she did on most days, had coffee and a sandwich sent in. 8. At last she heard her name called. 9. He also kept his hair dyed black. 10. Shall we have Nevill brought down to say good night? 11. She ordered the calf driven from the yard. 12. If you insult me I shall have you turned out of here.

Ex. 3. Point out the absolute participial phrase and translate the sentences into Russian.

1. He reached out across the table, his hand covering Marsha's. 2. Iris stared out over the landscape, her chin cupped in her hand. 3. She stopped, a red spot on each cheekbone. 4. Old Jolyon stood at the bottom of the bed, his hands folded in front of him. 5. And, cigar in mouth, old Jolyon said: 'Play me some Chopin.' 6. Chance was silent, his eyes intent on Silvertip. 7. They set out with a lantern, Boddick telling his tale. 8. Treleaven stood by the radio panel, his fingers fixed on the clock. 9. He stood, his hands behind him. 10. One night, Winifred having gone to the theatre, he sat down with a cigar, to think. 11. He looked at her intently, his curiosity reviving. 12. They were on the porch and Rhett was bowing right and left, his hat in his hand, his voice cool and soft. 13. Less than half an hour ago, after Dodo's leave-taking, he had paced the suite living-room, his thoughts confused and troubled. 14. Archie sat on a stool by the hearth, his back against the fireplace.

Gerund

Ex. 1. Use the indefinite gerund of the verb in brackets in the active or passive voice.

1. He looked forward to (to meet) his parents. 2. You can't be afraid of (to hurt) unless you've been hurt. 3. He took his time about (to answer). 4. Robinson could not live in the caves. They aren't for (to live). They're for (to go) through. 5. But in fear of (to recognize) she lowered her gaze. 6. So I see. You're good at (to make) yourself at home. 7. Jack would have gone to his bedroom without (to see). 8. My sister would never leave without (to see) me. 9. Jennie sat them up to their dinner, and Jeff presently stopped (to cry). 10. She couldn't help (to like) the look in his brown eyes. 11. He had got out of the habit of (to ask) questions by demonstrators. 12. I've always liked (to take) risks. 13. I seem to remember (to tell) not to grumble by someone. 14. She had not even got round to (to ask) for anything yet, because she was too busy to tell him about her grandmother. 15. At his departure Rose had continued to weep, largely through fury at (to leave) alone with Nurse Williams.

Ex. 2. Use the gerund from the following list as:

a) subject

continuing, going, riding, keeping, finding

1. Robinson thought at the time that … a journal would be an occupation for my mind. 2. My brother always said that … is the best exercise. 3. I'm afraid it's no use … this discussion. 4. It's no use … over old ground. 5. … him there surprised me greatly.

b) direct object

itting, opening, hearing, being, doing

1. I remember … her complain to Joe. 2. The box was stoutly made and resisted … . 3. I intend … it tomorrow. 4. Would you mind … over here? 5. Now I had resolved, if possible, to avoid … alone with any of these men, these strangers.

c) prepositional object

shaking, stopping, calling, getting, drinking, missing, dealing, being, saying, twisting

1. She was afraid of … Miller in the crowd. 2. He was fond of … :'The superstition of today is the essence of yesterday.' 3. Thank you for … . 4. On the way home Sally insisted on … in front of our college. 5. I assure you I am quite capable of … with the matter. 6. After that, of course, I had difficulty in … off Tom Wells. 7. I am sick and tired of … tea without milk. 8. Surely that prevents the day from … ordinary. 9. They were certainly clever at … one's remarks.

d) attribute

eating, coming, getting, reading, going, greeting, discussing

1. The surgery opened at five-thirty, and I made a point of … along there quite promptly. 2. The only way of … to the dance was on our bicycles. 3. They talked and laughed and shouted, and there was the clatter of knives and forks, and strange sounds of … . 4. Philip had few friends. His habit of … isolated him. 5. He could not bear the thought of … his situation. 6. There were cries of … from a dozen voices and they moved toward her. 7. Philip could never tell lies without embarrassment, and he was scarlet when he finished his explanation for not … .

e) adverbial modifier of time

hearing, answering, leaving, passing, looking, reading, racing

1. She looked at the paper, after … out this question. 2. Before … , the little old lady grasped his arm. 3. He spent those nights after … at his mother's house in Green Street. 4. He found an endless excitement in … at their faces and … them speak. 5. Tom considered before … . 6. She seemed excited on … this. 7. Poirot had looked up at the staircase in … , and shook his head in a dissatisfied manner.

f) adverbial modifier of manner, attending circumstances or cause

3. *noticing, having, disguising, bringing, answering,*

4. *working, coughing, laughing, breaking*

1. Cindy glanced up, then away, without … . 2. Lize was able to make her own living by … at a factory. 3. Eventually Selvyn couldn't laugh for … , and again, he couldn't cough for … . 4. Can't we even laugh properly without … trouble? 5. Was he trying to

escape by … himself? 6. Major Pennyman went on without … her interruption. 7. We might be fined for … the Press along, George. 8.You might ruin all my life by … your promise.

g) part of a compound verbal predicate

pacing, shaking, saying, looking, reproducing, eating, chatting, knitting

1. Teddy Lloyd continued … Jean Brodie in his paintings. 2. He began … the words aloud to himself. 3. They went on … their dinner. 4. The old man stopped … her fist and stick. 5. Sandy kept … ahead, Mary tried to keep up with her. 6. Anson Harris had ceased … out and was flying on instruments alone. 7. Two weeks old this child was, and the lady had just finished … her a pram-cover in stripes of white and blue. 8. The twins started … about their school life.

Ex. 3. Change the construction of the sentences using the gerund.

1. She bowed her head but she did not speak. 2. I like when I do everything myself. 3. Philip was tired because he talked too much. 4. She insisted that she should be called Joyce Emily. 5. Within less than a minute, after she apologized to her guest, she was in the express lift to the main floor. 6. When he returned she went immediately into the dining-room. 7. I don't remember that I met him in London. 8. Little Jane liked when she was clean. 9. After he examined the patient he said it was simply a case of nerve strain. 10. I'm so tired because I sit at home. 11. I am still a little afraid to be late. 12. I like to get hold of nice things. 13. The younger man hesitated before he answered. 14. When he entered the room, he addressed Alec Warner without preliminaries. 15. I suggested that I should visit the Smiths. 16. She glanced round the comfortable consulting room before she answered. 17. He went on and did not pay any attention to her interruption. 18. He barely skimmed through his next letter before he handed it over to Raymond. 19. She stepped back and did not say a word. 20. After he left his friends at the university he bought copies of the early editions of the post. 21. Tom realized tat he had seen Jane before but he did not recognize her. 22. When he realized this his first thought was to leave the vicinity of the house as quickly as possible.

Ex. 4. Complete the sentences using the gerundial complexes from the following list:

your thinking, her talking, my bringing, our waiting, his being taken, my not sitting, our keeping, your being left alone, your hearing

1. 'You do not mind … Graham,' said Daniel. 'I find it best to keep him under my eye.' 2. It is true she had prevented … to a mental home for treatment. 3. I like the idea … of other projects. 4. Some people, it seems, don't like … to the rules. 5. But that doesn't excuse … to Mrs Leidner as though Mrs Leidner were her great aunt. I could see that Robinson was making an effort to form some communal for the period of … on the island. 7. 'You don't mind … at one of your tables this afternoon?' he asked once, when he was walking to the station with her. 8. There must be something wrong with … , Godfrey. 9. I should have thought that … alone has given you a lot of opportunities.

Ex. 5. Use the required form of the gerund and insert prepositions where necessary.

1. Good-bye, and thank you ever so much … (to come) with me. 2 She was afraid… (to go) on public transport. 3. She began to have frightful pains all over her, and she held her breath to prevent herself … (to cry) out and (to wake) her mother. 4. This was Daphne's only chance … (to tell) them of her college life. 5. She had the local habit … (to place) the word 'eh' at the end of her remarks, questions and answers alike. 6. I was aware … (to plunge) into a network of fresh difficulties. 7. His mother would not like the idea … (to eat) fruit unwashed. 8. 'It seems to me an awfully selfish way …

(to look) at things,' said Philip. 9. 'I don't see the use … (to read) the same thing over and over again,' said Philip. 10. Sandy could not remember … (to ask) about it. 11. I had not asked for advice, I was quite capable … (to advise) myself. 12. That's no reason … (to give) up. 13. It would be better to wait for him on the terrace where she was fond … (to sit) toward evening (to enjoy) the view of which she was never tired. 14. Dad would not dream … (to say) such a thing to anyone. 15. Mrs Brodie was greatly taken aback and suffered greatly from a sense … (to betray). 16. He was looking forward … (to take) the tickets. 17. Are you thinking, Sandy, … (to do) a day's washing? 18. And then a minute or two afterwards someone else entered the room and expressed his surprise … (to find) Griffiths there. 19. She was on the point … (to obtain) permission to go for walks alone. 20. Jane, your nose wants … (to blow). 21. 'That child needs … (to take) care of,' said Eliza. 22. He felt that life was worth … (to take) care of. 23. The night seemed very long. He shivered. He was ashamed … (to sleep) on the Embankment. 24. They were busy … (to find) some food. 25. Did he suspect her … (to see) him enter the room? 26. Thank you … (to give) me this book. 27. His heart sank at the thought … (to go) out into the bleak darkness. 28. These girls did not say anything to the others … (to paint) by the art master. 29. 'I'm not very good … (to guess),' I said, with a laugh. 30. Ann was such a friendly, pretty child, few people could resist … (to talk) to her. 31. The baby was round and very red, with dark curly hair. 'Fancy her … (to have) hair. I thought they were born bald,' said Raymond. 32. I don't like … (to wear) a black tie to movies. I enjoy … (to see) my movies when I eat popcorn. 33. But I can't tell you how grateful I am to you … (to listen) to me. I had to talk about it and it was so kind of you to listen.

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. ВИДЫ КОНТРОЛЯ

3.1.1. ТЕКУЩИЙ КОНТРОЛЬ

Для текущего контроля знаний студентам предлагаются следующие виды работ:

– опрос на занятиях;

– проверка домашнего (внеаудиторного дополнительного) чтения;

– выполнение контрольных переводов;

– выполнение лексико-грамматических тестов при прохождении грамматического материала;

3.1.2. РУБЕЖНЫЙ КОНТРОЛЬ

Для рубежного контроля знаний студентам предлагаются следующие виды работ:

– выполнение итоговых упражнений по окончании прохождения тем учебно-профессионального общения;

– выполнение контрольных переводов текстов учебно-профессионального общения;

– выполнение контрольных тестов по окончании прохождения грамматического материала;

– выполнение лексико-грамматических работ или компьютерного тестирования в 1, 2 семестрах.

3.1.3. ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ (УСТНАЯ И ПИСЬМЕННАЯ ФОРМА)

Промежуточный контроль:

– грамматические тесты;

– лексико-грамматические контрольные работы;

– словарные диктанты;

– тесты на аудирование;

– пересказ и письменное изложение аудио- и видеотекстов;

– эссе;

– сочинение;

– устные опросы/беседы по темам;

– презентация темы с использованием программы Power-Point.

3.1.4. ТЕКУЩАЯ АТТЕСТАЦИЯ

Текущая аттестация проводится в целях периодического контроля и оценки результатов учебной деятельности обучающихся по учебной дисциплине.

Текущая аттестация проводится в виде тестирования (в технической форме через Google Classroom или на бумажном носителе).

Текущая аттестация включает:

– в первом семестре: выполнение теста по темам 1.1-1.6 учебной программы;

– во втором семестре: выполнение теста по темам 1.7-1.11 учебной программы.

Промежуточная аттестация:

Обучающиеся допускаются к промежуточной аттестации по учебной дисциплине при условии успешного прохождения текущей аттестации, предусмотренной в текущем семестре.

Допуском к сдаче зачета в первом семестре является успешное выполнение 2/3 тестового задания.

Допуском к сдаче экзамена во втором семестре является успешное выполнение 2/3 тестового задания.

3.1.5. ИТОГОВЫЙ КОНТРОЛЬ

Форма итогового контроля знаний студентов в 1, 2 семестре – **зачет**.

Зачет состоит из:

– обязательной зачетной лексико-грамматической контрольной работы или компьютерного тестирования;

– сдачи внеаудиторного чтения в полном объеме;

– работы в семестре, предусматривающей выполнение студентом всех требований к практическим занятиям**.**

Форма итогового контроля знаний студентов в 3 семестре – **экзамен.**

Структура экзамена:

1. Письменный перевод на русский язык отрывка текста экономического содержания со словарем. Объем текста – 1200–1400 печатных знаков. Время подготовки – 45 минут.
2. Передача содержания текста экономического содержания на иностранном языке (объем текста 1000–1200 п. зн.).
3. Монологическое высказывание по одной из тем социально-культурного и бытового общения за весь курс обучения.

2 семестр заканчивается написанием лексико-грамматической контрольной работы и итогового компьютерного теста по пройденным темам за весь курс обучения.

На зачете и на экзамене проверяется практическое владение иностранным языком в объеме требований программы по каждому этапу обучения.

Курсовая работа учебным планом не предусмотрена.

3.2. ТЕСТЫ И КОНТРОЛЬНЫЕ РАБОТЫ

3.2.1. АНГЛИЙСКИЙ ЯЗЫК

1. Here is a list of the food processing aims. In each sentence the main verb has been omitted. Fill in the blanks from the words given.

1. Food processing … unpalatable or unacceptable raw materials into attractive and desirable products.
2. Food processing … the period during which food remains wholesome.
3. Food processing … variety in the diet.
4. Food processing … a range of attractive flavours, colours, aromas and textures in food.
5. Food processing … the nutrients required for health.
6. Processing foods … income for the manufacturing company.

to increase to transform to generate to extend to provide(x2)

2. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. A separator … the wheat over a series of metal screens.
2. An aspirator … foreign matter which is lighter than the wheat and removes it.
3. A disk separator moves the wheat over a series of disks with indentations that … objects the size of a wheat grain.
4. Magnets … small pieces of metal.
5. Scourers … dirt.
6. A roller mill … two steel cylinders that revolve in opposite directions.
7. Spiral grooves in the face of the cylinder … the roller mill to act much like a giant shears.
8. The middlings purifier … the middlings over a vibrating screen.
9. Middlings … into flour by pairs of large, smooth metal rollers.
10. Sieves … of nylon or silk when the flour is fine.

to suck up	to consist of	to pass	to scrap off	to collect
to grind	to make	to allow	to move	to remove

3. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. Raw milk … into raw milk storage tanks through flexible stainless steel or plastic hoses.
2. A vat pasteurizer … a jacketed vat surrounded by either circulating water, steam, or heating coils of water or steam.
3. Gaskets … the boundaries of the channels and to prevent leakage.
4. In a HTST plate pasteurizer a stack of corrugated stainless steel plates … together in a frame.
5. Modern HTST plate pasteurizers … up to 200,000 L/h.

6. A clarifier … debris, some bacteria, and any sediment that may be present in the raw milk.
7. The bowl of the clarifier … at several thousand revolutions per minute.
8. The balance tank … a float valve that keeps the milk at a constant level.
9. In the homogenizer, the milk … between small openings under pressure.
10. If the milk is less than 72^0C, the flow-diversion valve … a diverted-flow position.

to process	to remove	to consist of	to force	to clamp
to assume	to pump	to revolve	to define	to equip with

4. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. A scale automatically … the right amount of flour.
2. Inside the mixer, mechanical arms … the dough to the desired consistency.
3. The mixing process … about 12 minutes.
4. The divider … the dough into loaf-size pieces with rotating blades.
5. A … the pieces of dough to the rounder.
6. The rounder … each dough piece a smooth and dry exterior.
7. A molding machine … the dough into a thick sheet.
8. The sheeted dough … into a loose cylinder by a special set of rolls.
9. The second molding machine … the dough into loaves and drops them into pans.
10. A tunnel oven … a metal belt passing through a connected series of baking chambers

to weigh	to move	to flatten	to take	to give
to consist of	to cut	to knead	to curl	to re-shape

5. In each sentence the main verb has been omitted. Fill in the blanks from the words given. (Some sentences are active, and some are passive.)

1. Ice cream mix manufacture … the following unit operations: combination and blending of ingredients, batch or continuous pasteurization, homogenization, and mix aging.
2. A high-shear blender (liquifier) … a small chamber with rotating knife blades that chop all ingredients as they are mixed with the liquid passing though the chamber via a large centrifugal pump.
3. The HTST system … with a heating section, a cooling section, and a regeneration section.
4. Homogenizers … the liquid through a narrow opening, the so-called homogenizer valve.
5. Aging … in insulated or refrigerated storage tanks, silos, etc.
6. Modern continuous freezers … an air pump, which injects filtered compressed air into the mix.
7. Rotating knife blades and dashers … freezing on the side of the barrel.
8. Centrifugal pumps …. to pump sauces through a nozzle into semi-frozen ice cream.

9. Ingredient feeders … for controlled injection of a wide range of particulate ingredients into a continuous flow of ice cream.

10. After the particulates have been added, the ice cream … into a blast freezer at -30^0 to -40^0C.

to force	to equip	to perform	to be	to prevent
to employ	to design	to consist of	to contain	to place

3.3. КРИТЕРИИ ОЦЕНИВАНИЯ РАБОТЫ СТУДЕНТОВ

1. Оценка перевода.

Уровни	Баллы	Чтение
	0	Отсутствие перевода или отказ от него
I. Низкий (рецептивный)	1	Перевод текста на уровне отдельных словосочетаний и предложений при проявлении усилий и мотивации.
	2	Неполный перевод текста (менее 90 %). Допускаются грубые искажения в передаче содержания. Отсутствует правильная передача характерных особенностей стиля переводимого текста.
II. Удовлетворительный (рецептивно-репродуктивный)	3	Неполный перевод (90 %). Допускаются грубые смысловые и терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
	4	Полный перевод. Допускаются грубые терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста.
III. Средний (репродуктивно-продуктивный)	5	Полный перевод. Допускаются незначительные искажения смысла и терминологии. Не нарушается правильность передачи стиля переводимого текста.
	6	Полный перевод. Отсутствуют смысловые искажения. Допускаются незначительные терминологические искажения. Нарушается правильность передачи характерных особенностей стиля переводимого текста
IV. Достаточный (продуктивный)	7	Полный перевод. Соблюдается точность передачи содержания. Отсутствую терминологические искажения. Допускаются незначительные нарушения характерных особенностей стиля переводимого текста.
	8	Полный перевод. Отсутствуют смысловые и терминологические искажения. В основном соблюдается правильная передача характерных особенностей стиля переводимого текста.
V. Высокий (продуктивный, творческий)	9	Полный перевод. Отсутствуют смысловые и терминологические искажения. Правильная передача характерных особенностей стиля переводимого текста.
	10	Полный перевод. Отсутствуют смысловые и терминологические искажения. Творческий подход к передаче характерных особенностей стиля переводимого текста.

2. Оценка понимания при чтении. Показатели оценки чтения.

Уровни	Балл	Чтение
I. Низкий	0	Отсутствие ответа или отказ от ответа.
(рецептивный)	1	Понимание менее 30% основных фактов и смысловых

		связей между ними.
II. Удовлетвори-тельный (рецеп-тивно-репродук-тивный)	2	Понимание 30% основных фактов и смысловых связей между ними.
	3	Понимание менее 50% основных фактов и смысловых связей между ними.
	4	Понимание 50% основных фактов текста и смысловых связей между ними.
III. Средний (репродуктивно-продуктивный)	5	Понимание большинства основных фактов текста, смысловых связей между ними и отдельных деталей текста.
	6	Понимание всех основных фактов текста, смысловых связей между ними и 50% деталей текста.
IV. Достаточ-ный (продуктив-ный)	7	Понимание всех основных фактов текста, смысловых связей между ними и 70% деталей текста.
	8	Понимание всех основных фактов текста, смысловых связей между ними и 80% деталей текста.
V. Высокий (продуктивный, творческий)	9	Понимание всех основных фактов текста, смысловых связей между ними и 90% деталей текста.
	10	100-процентное понимание основных фактов текста, смысловых связей между ними и деталей текста.

3. Оценка письменных текстов.

100% – 95% правильных ответов	10 баллов
94,8% – 90% правильных ответов	9 баллов
89,6% – 83% правильных ответов	8 баллов
82,6% – 75% правильных ответов	7 баллов
74,6% – 65% правильных ответов	6 баллов
64,7% – 50% правильных ответов	5 баллов
49,7% – 35% правильных ответов	4 балла
34,7% – 20% правильных ответов	3 балла
19,7% – 10% правильных ответов	2 балла
9,7% – 1,8% правильных ответов	1 балл
1,4% – 0% правильных ответов	0 баллов

Наименьшая положительная оценка – 4 балла – выставляется при правильном выполнении не менее 2/3 заданий. Отсутствие работы или отказ от выполнения соответствуют оценке 0 баллов.

В курсе используется рейтинговая система обучения. Основная идея этой системы – повышение творческого начала всех участников педагогического процесса, максимальная индивидуализация обучения, резкая интенсификация и активизация самостоятельной работы студентов, прежде всего, на основе принципа интегральной многобалльной рейтинговой оценки знаний. Балл рейтинга состоит из суммы балов за посещение практических занятий, активное участие на занятиях, выполнение домашних заданий, творческий подход к выполнению заданий, письменный перевод текстов, сдачу устных тем, участие в СНК, зачет/экзамен.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. СЛОВАРИ

4.1.1. АНГЛИЙСКИЙ ЯЗЫК

ENGLISH VOCABULARY FOR FOOD PROCESSING EQUIPMENT

Abrasive wheel – шлифовальный круг
acid – кислота
addle mixer – смеситель с лопастной мешалкой
adjustable valve – регулируемый клапан
agitated tank – чан с мешалкой
agitator – месильная лопасть, мешалка, смеситель
alkali – щёлочь
alloy – сплав
anchor – якорь (смесителя)
aperture – отверстие, ячейка
arm – лопасть тестомесильной машины
attritor - истиратель, мельница
auger filler – шнековый дозатор
baking chamber – пекарная камера
balance tank - емкость с постоянным уровнем, емкость с поплавком регулятором
beater – лопасть (мешалки), било
belt – конвейерная лента, настил конвейера
belt freezer – конвейерный морозильный аппарат
belt-and-roller sorter – валико-ленточное калибровочное устройство
blast freezer – скороморозильный аппарат (с интенсивным движением воздуха)
blast of compressed air – струя сжатого воздуха
bowl – резервуар
bridging – закупоривание, засорение
cable – трос
canvas belt – полотняная лента транспортера
capper –укупорочная машина, закаточная машина
carbon steel – углеродистая сталь
cell – фотоэлемент
centrifugal pump – центробежный насос
charge port – загрузочное отверстие
chromium – хром
churn – маслоизготовитель, маслобойка
chute - питающий лоток
clarifier – кларификатор, осветлитель
colloid mill – коллоидная мельница
compressed air-operated device – устройство с пневматическим приводом
compressed board – прижимная плита
cone-shaped disc – конусовидный диск

continuous butter-making machine – маслоизготовитель непрерывного действия
continuous drying chamber – камера сушки непрерывного действия
continuous freezer – морозильный аппарат непрерывного действия
belt – лента конвейера, транспортерная лента
coolant – хладоноситель
counterbalanced arms - двуплечий рычаг (с чашечкой весов на одном плече и противовесом на другом)
crusher – дробилка
crushing equipment – дробильное оборудование
cryogenic freezer – криогенный морозильный аппарат
cutter – резальное устройство, куттер
damper – заслонка, вентиляционное отверстие
dasher – взбивающий механизм фризера, било
dehydration equipment – оборудование для сушки
dicer – машина для нарезания (продуктов) в форме кубиков
die – матрица, формующая головка
direct heating oven – печь непосредственного нагрева
directional valve – направляющий клапан
disc sorter – дисковое калибровочное устройство
disintegrator - дезинтегратор, измельчитель, дробилка
disk – тарелка (сепаратора-сливкоотделителя)
distillation column – дистилляционная колонна, перегонная колонна
distribution hole – распределительное отверстие
diverging roller – ступенчатый валик
divider – тестоделительная машина
divider hopper – воронка тестоделительной машины
dosing screw – шнек-дозатор
dough mixer – тестомесильная машина
drum screen - барабанная калибрующая машина
dryer - сушильная камера, сушильный шкаф
electronic template - электронный образец
electronically controlled air jet – воздушный эжектор с электронным управлением
enclosed drum – барабан закрытого типа
evaporator – эвапоратор, испаритель; выпарной аппарат
exhaust flue – отвод паров
extruder – экструдер, пресс
extrusion barrel – шнековая камера
extrusion screw – прессующий шнек
feeder – питатель, подающий механизм, дозатор
feeding pump – подающий насос, питающий насос
felt-lined conveyor belt – обитый войлоком ленточный транспортер
filler –дозатор, наполнительная машина, наполнитель начинок
fixed aperture – фиксированное отверстие
float valve – поплавковый клапан
flow diversion valve – клапан возврата, вентиль отвода потока
fluidized-bed freezer – флюидизационный морозильный аппарат
forming equipment - оборудование для формования
freezer – морозильный аппарат, морозильная камера, фризер

freezing tunnel – туннельный морозильный аппарат
funnel – воронка, раструб
gasket – прокладка, набивка, уплотнение
glass bead – стеклянная дробь

grade of stainless steel – марка нержавеющей стали
grinder – размалывающая машина, волчок шлифовальной машины
grinding equipment – помольное оборудование
gross weight filler - весовой дозатор, определяющий массу брутто
hearth – под (печи)
heat exchange section – секция теплообменника
heat exchanger-теплообменник
heat transfer – теплообмен, теплоотдача
heat transfer equipment – оборудование для теплопередачи, теплообменное оборудование
heat transfer rate – интенсивность теплопередачи
heater – нагреватель
heater element – нагревательный элемент
heating coil – обогревательный змеевик, нагревательная спираль, нагревательный элемент
heating medium – теплоноситель
heating plate/ heating bar – нагревательная плита/нагревательный стержень
high-shear blender – смеситель с большими сдвиговыми усилиями
high-shear mixer – смеситель с большими сдвиговыми усилиями
holding period – время выдержки
holding tube – трубчатый выдерживатель
homogenization equipment – оборудование для гомогенизации
homogenizer - гомогенизатор
hopper – загрузочная воронка, приемный желоб
hose – гибкий трубопровод, гибкая труба
hot press – пресс для горячего прессования
HTST system – высокотемпературная кратковременная система
image processing - обработка изображений
indirect heating oven – печь косвенного нагрева
infrared oven – электропечь инфракрасного нагрева
ingredient feeder – загрузочный дозатор для сырьевых ингредиентов
inhibitor – ингибитор (вещество, замедляющее химические реакции и биологические процессы)
inhibitor – ингибитор (вещество, замедляющее химические реакции и биологические процессы)
intake stroke - ход всасывания (насоса)
jacketed vat - ванна с теплозащитной рубашкой
kneading – перемешивание, сбивание (масла)
laminator – машина для слоения теста
lining material – материал облицовки
load cell – датчик загрузки
mass transfer – массообмен, массопередача
mass transfer equipment – оборудование для массообменных процессов

measuring chamber – измерительная камера
meat grinder - мясорубка
mechanical separation equipment – оборудование для механического разделения пищевых сред
mechanical transport equipment – оборудование для автоматического перемещения
mesh conveyor belt – сетчатая конвейерная лента
mesh cylinder – калибрующий цилиндр с отверстиями
metering pump – дозирующий насос, дозатор непрерывного действия для жидкостей
metering tank – порционный резервуар
mill –мельница, вальцовый станок
mix aging – созревание смеси
mixing equipment – смесительное оборудование
mixing machine – смеситель, миксер
molding machine (molder)– формовочная машина
multi-cycle tray oven – люлечная печь циклического действия
multi-deck oven – многоярусная печь
multi-shaft mixer – многовальный смеситель
net weight filler – весовой дозатор, определяющий массу нетто
oven - печь
oven band - лента пода (конвейерной хлебопекарной печи)
packaging equipment – оборудование для упаковки
pallet – паллет, поддон
panning device –устройство для укладывания тестовых заготовок в хлебопекарные формы
passivity - пассивность (высокая коррозионная стойкость металла)
peel oven - печь с посадкой тестовых заготовок лопатой
perforated plate - перфорированная пластина
pipe – труба, трубопровод
piston filler – поршневой дозатор
piston pump – поршневой насос
planetary mixer – планетарный миксер
plastics – пластмасса, пластик
plate freezer – плиточный морозильный аппарат
plate heat exchanger – пластинчатый теплообменник
plate heat exchanger – пластинчатый теплообменник
positive displacement pump – нагнетательный насос, объемный насос
positive pump – нагнетательный насос
pot still – перегонный куб
pre-programmed control – управление по заданной программе
pre-programmed specifications- предварительно запрограммированный параметры
pressure-relief panel – панель сброса давления
programmable logic controller – программируемое логическое управляющее устройство
prover – расстойный шкаф
pulper - пульпер
pump – насос
recorder-controller sensor – датчик регистратора -регулятора

reel oven – конвейерная люлечная печь
refrigerant – хладагент, охлаждающее средство
refrigerated storage tank – охлаждаемый резервуар-хранилище
refrigeration and freezing equipment – оборудование для замораживания
regenerative cooler – рекуперативный охладитель
regenerator – регенератор, рекуператор
ribbon blender - ленточный смеситель
ribbon burner – ленточная горелка
rotary agitator – ротационная мешалка
rotary-hearth oven – печь с вращающимся подом
rotor/stator assembly – ротор/статор в сборе
rounder – округлительная машина
scraped surface freezer – скребковый морозильный аппарат
scraper – скребок
screen –грохот, сито, решето
screen conveyer –конвейер с сетчатой лентой
screen, sieve – сито, калибровочная рамка
screw – шнек
sedimentation tank – бак-отстойник
separator – сепаратор
separator – сепаратор
shaft – вал, ось, шпиндель
shaker table – вибростенд
sieve – решето, сито
sifter – рассев
silo – бункер, силос, зерновой элеватор
size reduction equipment –оборудование для измельчения
size sorting – калибровка по размеру, сортировка по размеру
skim milk – снятое молоко, обезжиренное молоко
slat conveyer – пластинчатый конвейер
slatted conveyor – конвейер с сетчатой лентой
slicer - ломтерезальная машина
slicing machine – ломтерезальная машина
sorting – калибрование (разделение на группы по форме и массе), сортирование (разделение на группы по качеству и степени зрелости)
spacer – ограничительная пластина, распорная деталь
spray bar – форсуночная стойка
spray head – головка с распыливающими наконечниками
spray nozzle (= spraying nozzle) – распылительная насадка (сопло)
stainless steel – нержавеющая сталь
stainless steel plate – пластина из нержавеющей стали
standardizing clarifier – кларификатор для регулирования состава
steamer – пропариватель
storage tank – накопительная емкость, резервуар для хранения
strand – непрерывная заготовка
supply tank – питательный бак, питающий бак
surface finish – характер поверхности
surface finish – характер поверхности

tank - бак; резервуар; цистерна; ванна
Teflon coated insert - вставка с тефлоновым покрытием
timing pump – синхронизирующий насос
tip speed – скорость лопасти
trommel – барабанный грохот
trough – месильная емкость, дежа
tubular/plate heater – трубчатый/пластинчатый нагреватель
tunnel oven – туннельная печь
uniform pitch – постоянный шаг
unit operation – типовой процесс
vacuum chamber – вакуумная камера
valve – клапан, вентиль, задвижка
variable speed motor – двигатель с переменной частотой вращения
variable-aperture – регулируемое отверстие, отверстие переменного сечения
vat – бак, цистерна, чан
vat pasteurizer – ванна длительной пастеризации
vent with damper – вентиляционное отверстие с задвижкой
vertical serrated blade – вертикальный рифленый нож
vessel - резервуар; сосуд; баллон; камера
voltage – электрический сигнал
volumetric filler – объёмный дозатор, наполнительная машина
water cooling jacket – рубашка с водяным охлаждением
weight sorting – калибровка по весу
welding characteristics – сварочные характеристики
welding characteristics – сварочные характеристики
worker – маслообразователь, рабочая секция (маслоизготовителя)
wrapper – машина для завертывания изделий
wrapping machine – упаковочная машина; обёрточная машина

4.2. УЧЕБНАЯ ПРОГРАММА ДИСЦИПЛИНЫ

4.2.1. АНГЛИЙСКИЙ ЯЗЫК

Учреждение образования
«Брестский государственный технический университет»

УТВЕРЖДАЮ
Первый проректор БрГТУ
_____М.В.Нерода
23.06 2023

Регистрационный № УД- 23-1-016 /уч.

Иностранный язык (английский)

Учебная программа учреждения высшего образования по учебной дисциплине для специальностей:

6-05-0715-07 Эксплуатация наземных транспортных и технологических машин и комплексов (*профилизация – Техническая эксплуатация автомобилей (по направлениям)*)

6-05-0715-07 Эксплуатация наземных транспортных и технологических машин и комплексов (*профилизация – Автосервис*)

6-05-0714-02 Технология машиностроения, металлорежущие станки и инструменты (*профилизация – Технология машиностроения*)

6-05-0714-02 Технология машиностроения, металлорежущие станки и инструменты (*профилизация – Технологическое оборудование машиностроительного производства*)

6-05-0713-04 Автоматизация технологических процессов и производств. (*профилизация – Промышленность строительных материалов*)

6-05-0714-04 Технологические машины и оборудование

2023 г.

Учебная программа составлена на основе учебных планов, разработанных на основе примерных учебных планов, по специальностям 6-05-0715-07 Эксплуатация наземных транспортных и технологических машин и комплексов (утвержденного Министерством образования Республики Беларусь 13.02.2023, регистрационный №6-05-07-040/пр.), 6-05-0714-04 Технологические машины и оборудование (утвержденного Министерством образования Республики Беларусь 20.12.2022, регистрационный №6-05-07-014/пр.), 6-05-0714-02 Технология машиностроения, металлорежущие станки и инструменты (утвержденного Министерством образования Республики Беларусь, 30.01.2023, регистрационный №6-05-07-032/пр.), 6 - 05 0713-04 Автоматизация технологических процессов и производств (утвержденного Министерством образования Республики Беларусь 20.02.2023, регистрационный №6-05-07-056/пр.), с учетом типовой учебной программы для высших учебных заведений «Иностранный язык» № ТД – СГ. 013/тип. от 15.04.2008.

СОСТАВИТЕЛИ:
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РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой иностранных языков
Заведующий кафедрой _____ В.И.Рахуба
(протокол № 10 от 03.05.2023);

Методической комиссией машиностроительного факультета
Председатель методической комиссии _____ В.П. Горбунов
(протокол № 10 от 08.05.23);

Научно-методическим советом БрГТУ
(протокол № 6 от 23.06.2023);

Специалист по ОУП Борисюк 10.07

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Статус иностранного языка как общеобразовательной дисциплины, реально востребуемой в практической и интеллектуальной деятельности специалиста, является в современном поликультурном и многоязычном мире особенно значимым. Иностранный язык рассматривается не только в качестве средства межкультурного и профессионального общения, но и средства формирования личности как субъекта национальной и мировой культуры.

Учебная программа дисциплины «Иностранный язык (английский)» разработана с учетом основных положений концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, концепции современного языкового образования, а также в соответствии с нормативными документами. Курс обучения иностранному (английскому) языку студентов дневной, заочной, заочной формы обучения в сокращенные сроки на основе среднего, среднего специального образования рассматривается как продолжение курса изучения иностранного языка в учреждении среднего, среднего специального образования с соблюдением принципа преемственности.

Главная цель обучения иностранному (английскому) языку заключается в формировании иноязычной коммуникативной компетенции будущего специалиста, позволяющей использовать иностранный язык (английский) как средство межличностного и профессионального общения. Достижение главной цели предполагает комплексную реализацию познавательной, развивающей, воспитательной и практической целей.

В качестве стратегической интегративной компетенции в процессе обучения иностранным языкам выступает коммуникативная компетенция в единстве всех составляющих: языковой, речевой, социокультурной, компенсаторной, учебно-познавательной компетенций.

Языковая компетенция – совокупность языковых средств.

Речевая компетенция – совокупность навыков и умений речевой деятельности (говорение, письмо, аудирование, чтение), знание норм речевого поведения, способность использовать языковые средства в связной речи в соответствии с ситуацией общения.

Социокультурная компетенция – совокупность знаний о национально-культурной специфике стран изучаемого языка и связанных с этим умений корректно строить свое речевое и неречевое поведение.

Компенсаторная компетенция – совокупность умений использовать дополнительные вербальные средства и невербальные способы решения коммуникативных задач в условиях дефицита имеющихся языковых средств.

Учебно-познавательная компетенция – совокупность общих и специальных учебных умений, необходимых для осуществления самостоятельной деятельности по овладению иностранным языком.

Достижение главной цели предполагает овладение иноязычным общением в единстве всех его компетенций, функций и форм, что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности, а также овладения технологиями языкового самообразования.

Основными задачами изучения дисциплины являются:

– унификация полученных в школе умений и навыков чтения текстов на расширенном языковом материале;

– формирование умений и навыков чтения и понимания текстов по специальности в ситуациях поиска смысловой информации;

– владение профессиональной лексикой;

– знакомство с историей и культурой страны изучаемого языка.

В результате изучения учебной дисциплины «Иностранный язык (английский)» формируются следующие компетенции:

1) ПО СПЕЦИАЛЬНОСТЯМ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – ТЕХНИЧЕСКАЯ ЭКСПЛУАТАЦИЯ АВТОМОБИЛЕЙ (ПО НАПРАВЛЕНИЯМ))», «АВТОМАТИЗАЦИЯ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ И ПРОИЗВОДСТВ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОСТЬ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ)» (дневная форма получения высшего образования):

– УК-3. Осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия.

2) ПО СПЕЦИАЛЬНОСТИ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (дневная форма получения высшего образования):

– УК-6. Обладать базовыми навыками коммуникации в устной и письменной формах на государственных и иностранных языках для решения задач межличностного и межкультурного взаимодействия.

3) ПО СПЕЦИАЛЬНОСТЯМ «ТЕХНОЛОГИЧЕСКИЕ МАШИНЫ И ОБОРУДОВАНИЕ», «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)», «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЧЕСКОЕ ОБОРУДОВАНИЕ МАШИНОСТРОИТЕЛЬНОГО ПРОИЗВОДСТВА)» (дневная форма получения высшего образования):

– УК-3. Осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия;

– УК-4. Работать в команде, толерантно воспринимать социальные, этнические, конфессиональные, культурные и иные различия.

4) ПО СПЕЦИАЛЬНОСТИ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (заочная форма получения высшего образования):

– УК-6. Обладать базовыми навыками коммуникации в устной и письменной формах на государственных и иностранных языках для решения задач межличностного и межкультурного взаимодействия.

5) ПО СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)» (заочная форма получения высшего образования, интегрированного со средним специальным образованием):

– УК-3. Осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия;

– УК-4. Работать в команде, толерантно воспринимать социальные, этнические, конфессиональные, культурные и иные различия.

В результате изучения дисциплины студент должен:

ЗНАТЬ:

– особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах;

– социокультурные нормы бытового и делового общения в современном поликультурном мире;

– историю и культуру страны изучаемого языка;

– основные формы культурной коммуникации.

УМЕТЬ:

– вести общение профессионального и социокультурного характера на иностранном языке, сочетая диалогические и монологические формы речи;

– читать литературу на иностранном языке по профилю обучения (изучающее, ознакомительное, просмотровое и поисковое чтение);

– использовать иностранный язык в качестве инструмента профессиональной деятельности: перевод, реферирование и аннотирование профессионально ориентированных и научных текстов, выступление с публичной речью, составление деловой документации;

– использовать стилистические нормы иностранного языка в соответствии с ситуацией профессиональных или деловых взаимоотношений.

ВЛАДЕТЬ:

– правилами речевого этикета;

– рациональным и эффективным языковым поведением в ситуациях межкультурной коммуникации.

В числе эффективных педагогических методов (технологий), способствующих вовлечению студентов в поиск и управление знаниями, приобретению опыта самостоятельного решения речемыслительных задач, рекомендуется использовать:

– технологии проблемно-модульного обучения;

– технологии учебно-исследовательской деятельности;

– проектные технологии;

– коммуникативные технологии (дискуссия, пресс-конференция, мозговой штурм, учебные дебаты и другие активные формы и методы);

– метод кейсов (анализ ситуации);

– игровые технологии, в рамках которых студенты участвуют в деловых, ролевых, имитационных играх;

– симуляцию;

– компьютерные технологии.

Учебная дисциплина связана с циклом общенаучных и общепрофессиональных дисциплин.

План учебной дисциплины для дневной формы получения высшего образования

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					на курсовой	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0715-07	Эксплуатация наземных транспортных и технологических машин и комплексов (профилизация – Техническая эксплуатация автомобилей (по направлениям))	1	1	108	3	50	–	–	50	–	–	зачет
			2	108	3	50	–	–	50	–	–	экзамен
6-05-0715-07	Эксплуатация наземных транспортных и технологических машин и комплексов (профилизация – Автосервис)	1	1	108	3	50	–	–	50	–	–	зачет
			2	108	3	50	–	–	50	–	–	экзамен
6-05-0714-02	Технология машиностроения, металлорежущие станки и инструменты (профилизация – Технология машиностроения)	1	1	110	3	50	–	–	50	–	–	зачет
			2	110	3	50	–	–	50	–	–	дифференцированный зачет
6-05-0714-02	Технология машиностроения, металлорежущие станки и инструменты (профилизация – Технологическое оборудование машиностроительного производства)	1	1	110	3	50	–	–	50	–	–	зачет
			2	110	3	50	–	–	50	–	–	дифференцированный зачет
6-05-0713-04	Автоматизация технологических процессов и производств (профилизация – Промышленность строительных материалов)	1	1	100	3	50	–	–	50	–	–	зачет
			2	110	3	50	–	–	50	–	–	дифференцированный зачет
6-05-0714-04	Технологические машины и оборудование	1	1	108	3	68	–	–	68	–	–	зачет
			2	108	3	34	–	–	34	–	–	зачет
		2	3	108	3	34	–	–	34	–	–	экзамен

План учебной дисциплины для заочной формы получения высшего образования

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					на курсовой	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0715-07	Эксплуатация наземных транспортных и технологических машин и комплексов (профилизация – Автосервис)	1	1	108	3	12	–	–	12	–	–	зачет
			2	108	3	12	–	–	12	–	–	экзамен

План учебной дисциплины для заочной формы получения высшего образования, интегрированного со средним специальным образованием

Код специальности (направления специальности)	Наименование специальности (направления специальности)	Курс	Семестр	Всего учебных часов	Количество зачетных единиц	Аудиторных часов (в соответствии с учебным планом УВО)					на курсовой	Форма текущей аттестации
						Всего	Лекции	Лабораторные занятия	Практические занятия	Семинары		
6-05-0714-02	Технология машиностроения, металлорежущие станки и инструменты (профилизация – Технология машиностроения)	1	1	110	3	12	–	–	12	–	–	зачет
			2	110	3	12	–	–	12	–	–	дифференцированный зачет

1. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

1.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – ТЕХНИЧЕСКАЯ ЭКСПЛУАТАЦИЯ АВТОМОБИЛЕЙ (ПО НАПРАВЛЕНИЯМ))», «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (для дневной формы получения высшего образования):

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Новый этап в моей жизни:
Изучающее чтение: Студенческая жизнь – новый этап в моей жизни.
Ознакомительное чтение: Рабочий день студента.
Языковой материал: лексический минимум.
Грамматика: имя существительное; артикль; местоимения.

ТЕМА 1.2. БрГТУ в системе высшего образования Республики Беларусь:
Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь.
Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты.

Грамматика: имя прилагательное, наречие, степени сравнения; имя числительное.

ТЕМА 1.3. Республика Беларусь в современном мире:

Изучающее чтение: Республика, в которой я живу.

Ознакомительное чтение: Мой родной город.

Грамматика: спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be.

ТЕМА 1.4. Социально-политический портрет Великобритании:

Изучающее чтение: Что я знаю о стране изучаемого языка.

Ознакомительное чтение: 1) Соединенное Королевство. 2) Соединенные Штаты Америки.

Грамматика: времена группы Indefinite, Continuous, Perfect и Perfect Continuous действительного залога.

МОДУЛЬ 2. Профессионального общения.

ТЕМА 2.1. Устройство автомобиля. Двигатель:

Изучающее чтение: 1) Дизайн автомобиля. 2) Виды автомобильных двигателей. 3) Устройство и принцип работы двигателя внутреннего сгорания.

Ознакомительное чтение: 1) Блок цилиндров. 2) Система безопасности. 3) Автоматическое управление транспортным средством.

Грамматика: времена группы Indefinite, Continuous и Perfect страдательного залога; особенности перевода пассивных конструкций на русский язык.

ТЕМА 2.2. Системы автомобиля:

Изучающее чтение: 1) Система подачи топлива. 2) Система охлаждения. 3) Система пуска автомобиля.

Ознакомительное чтение: 1) Карбюратор. Система впрыска топлива. 2) Радиатор. 3) Аккумулятор. Генератор. 4) Система зажигания. 5) Система смазки двигателя.

Грамматика: условные предложения I, II, III, смешанного типов.

ТЕМА 2.3. Моя специальность и ее значение для экономического развития Республики Беларусь:

Изучающее чтение: 1) Профессия инженера. 2) Инженер-механик.

Ознакомительное чтение: 1) Умения, необходимые инженеру-механику.

Грамматика: модальные глаголы.

ТЕМА 2.4. Трансмиссия. Ходовая часть автомобиля. Механизмы управления:

Изучающее чтение: 1) Трансмиссия. 2) Как работает механическая трансмиссия. 3) Подвеска. 4) Тормозная система.

Ознакомительное чтение: 1) Сцепление. 2) Дифференциал. 3) Рулевое управление. 4) Круиз-контроль. 5) Антиблокировочная система. 6) Автосигнализация. 7) Компьютер в автомобиле.

Грамматика: инфинитив; объектный и субъектный инфинитивный обороты; особенности перевода инфинитива на русский язык.

ТЕМА 2.5. Техническое обслуживание и ремонт автомобилей:

Изучающее чтение: 1) Диагностирование неисправностей. 2) Подготовка автомобиля к зимним условиям.

Ознакомительное чтение: 1) Профилактическое обслуживание. 2) Инструменты и материалы. 3) Оборудование станции технического обслуживания.

Грамматика: герундий; герундиальные конструкции; особенности перевода на русский язык.

ТЕМА 2.6. Автомобили и окружающая среда:

Изучающее чтение: 1) Экологически чистые автомобили.

Ознакомительное чтение: 1) Как работает автомобиль с системой Hy-wire. 2) Автомобили с близким к нулевому показателем загрязнения окружающей среды. 3) Летающие автомобили. 4) Автомобили: страсть или проблема.

Грамматика: причастие I, II; особенности перевода на русский язык.

1.2. ДЛЯ СПЕЦИАЛЬНОСТИ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (для заочной формы получения высшего образования):

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: БрГТУ.

Грамматика: имя существительное; артикль; местоимения.

МОДУЛЬ 2. Профессионального общения.

ТЕМА 2.1. Устройство автомобиля. Двигатель:

Изучающее чтение: 1) Виды автомобильных двигателей. 2) Устройство и принцип работы двигателя внутреннего сгорания.

Грамматика: имя прилагательное, наречие, степени сравнения; имя числительное.

ТЕМА 2.2. Системы автомобиля (I):

Изучающее чтение: 1) Система подачи топлива. Карбюратор. Система впрыска топлива. 2) Система охлаждения.

Ознакомительное чтение: Система смазки двигателя.

Грамматика: спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be.

ТЕМА 2.3. Системы автомобиля (II):

Изучающее чтение: 1) Система пуска автомобиля.

Ознакомительное чтение: Аккумулятор. Генератор. Система зажигания.

Грамматика: времена группы Indefinite, Continuous и Perfect действительного и страдательного залога.

ТЕМА 2.4. Моя специальность и ее значение для экономического развития Республики Беларусь:

Изучающее чтение: Профессия инженера.

Грамматика: условные предложения I, II, III типов.

ТЕМА 2.5. Трансмиссия. Ходовая часть автомобиля. Механизмы управления:

Изучающее чтение: 1) Как работает механическая трансмиссия. 2) Подвеска. Тормозная система.

Ознакомительное чтение: Сцепление. Дифференциал.

Грамматика: модальные глаголы; не-ичные формы глагола (инфинитив, герундий, причастие I, II); особенности перевода на русский язык.

1.3. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)», «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЧЕСКОЕ ОБОРУДОВАНИЕ МАШИНОСТРОИТЕЛЬНОГО ПРОИЗВОДСТВА)», «АВТОМАТИЗАЦИЯ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ И ПРОИЗВОДСТВ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОСТЬ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ)» (для дневной формы получения высшего образования):

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Новый этап в моей жизни:

Изучающее чтение: 1) Студенческая жизнь – новый этап в моей жизни. 2) Почему мы изучаем английский язык? 3) Польза образования. 4) Как справляться со стрессом во время экзаменов.

Ознакомительное чтение: 1) Рабочий день студента. 2) Студенческая жизнь в колледже.

Грамматика: артикль; имя существительное; имя прилагательное; степени сравнения прилагательных; наречие; степени сравнения наречий.

ТЕМА 1.2. Республика Беларусь в современном мире:

Изучающее чтение: 1) Республика, в которой я живу. 2) Экономика Республики Беларусь.

Ознакомительное чтение: 1) Давайте поговорим о белорусских обычаях и традициях. 2) Брест. Когда в Беларуси день независимости? 3) Коляда, масленица, ночь на Ивана Купала – белорусские праздники.

Грамматика: времена групп Indefinite, Continuous, Perfect и Perfect Continuous действительного залога изъявительного наклонения.

ТЕМА 1.3. Социально-политический портрет Великобритании:

Изучающее чтение: 1) Что я знаю о стране, язык которой я изучаю. 2) Экономика Соединенного Королевства.

Ознакомительное чтение: 1) Британская кухня. 2) Лондон. 3) Британский музей.

Грамматика: образование и употребление страдательного залога; согласование времен; прямая и косвенная речь.

ТЕМА 1.4. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь.

Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. 3) Кембридж. 4) Бирмингемский университет. 5) Вулверхэмптонский университет. 6) Ближневосточный технический университет.

Грамматика: инфинитив; инфинитивные конструкции; герундий.

МОДУЛЬ 2. Профессионального общения.

ТЕМА 2.1. Машиностроительная отрасль:

Изучающее чтение: 1) Инженерное искусство. 2) Машиностроение. 3) Тенденции в современной машиностроительной отрасли. 4) Организация производства и автоматизация.

Ознакомительное чтение: 1) Автоматизированные производственные линии. 2) Цифровой контроль. 3) Измерения. 4) История робототехники.

Грамматический материал: модальные глаголы.

ТЕМА 2.2. Материаловедение и технология материалов:

Изучающее чтение: 1) Материалы, применяемые в машиностроении. 2) Свойства материалов. 3) Как материалы реагируют на внешние силы. 4) Пластик. 5) Металлы. Металлообработка. 6) Сварка. Виды сварки. 7) Литье металлов. 8) Основы ковки.

Грамматика: причастие I и причастие II.

ТЕМА 2.3. Станки:

Изучающее чтение: 1) Резка металлов. 2) Станки. Виды станков. 3) Токарный станок. 4) Фрезерный станок. 5) Факторы, влияющие на обрабатываемость материалов.

Ознакомительной чтение: Модульные системы замены инструментов.

Грамматика: количественные и порядковые числительные; предлоги.

ТЕМА 2.4. Моя специальность и ее значение для экономического развития Республики Беларусь:

Изучающее чтение: 1) Профессия инженера. 2) Инженеры-механики.

Ознакомительное чтение: Подготовка инженеров будущего.

Грамматика: повелительное наклонение; сослагательное наклонение.

1.4. ДЛЯ СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)» (для заочной формы получения высшего образования, интегрированного со средним специальным образованием):

МОДУЛЬ 1. Ссоциокультурного и профессионального общения.

ТЕМА 1.1. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: Добро пожаловать в Брестский государственный технический университет.

Ознакомительное чтение: Польза образования.

Языковой материал: лексический минимум; имя существительное; артикль; местоимения.

МОДУЛЬ 2. Профессионального общения.

ТЕМА 2.1. Машиностроение:

Изучающее чтение: 1) Машиностроение. 2) Тенденции в современной машиностроительной промышленности. 3) Материалы, используемые в машиностроении.

Ознакомительное чтение: Обработка материалов.

Языковой материал: лексический минимум; имя прилагательное, наречие, степени сравнения; имя числительное; спряжение глаго-лов to be, to have в Present, Past, Future Indef-inite; оборот there + to be; времена группы Indefinite, Continuous и Perfect действитель-ного и страдательного залогов.

ТЕМА 2.2. Станки и металлообработка:

Изучающее чтение: 1) Металлообрабатывающие процессы. 2) Станки. 3) Автоматизация в промышленности.

Ознакомительное чтение: 1) Станки с числовым программным управлением. 2) Модульные системы замены инструментов.

Языковой материал: лексический минимум; модальные глаголы; неличные формы глагола (инфинитив, герундий, причастие I, II); особенности перевода на русский язык; условные предложения I, II, III типов.

1.5. ДЛЯ СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЧЕСКИЕ МАШИНЫ И ОБОРУДОВАНИЕ» (дневная форма получения высшего образования):

МОДУЛЬ 1. Социально-бытового и социокультурного общения.

ТЕМА 1.1. Учеба в вузе – новый этап в моей жизни:

Изучающее чтение: Студенческая жизнь.

Ознакомительное чтение: 1) Почему мы изучаем английский язык? 2) Польза образования. 3) Как справляться со стрессом во время экзаменов. 4) Студенческая жизнь в колледже. 5) Средневековые университетские традиции.

Языковой материал: лексический минимум; имя существительное; артикль; местоимения.

ТЕМА 1.2. БрГТУ в системе высшего образования Республики Беларусь:

Изучающее чтение: Добро пожаловать в Брестский государственный технический университет.

Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. 3) Оксфорд и Кембридж. 4) Бирмингемский университет. 5) Вулверхэмптонский университет. 6) Ближневосточный технический университет.

Языковой материал: лексический минимум; имя прилагательное, наречие, степени сравнения; имя числительное.

ТЕМА 1.3. Республика Беларусь в современном мире:

Изучающее чтение: 1) Республика Беларусь. 2) Образование в Республике Беларусь.

Ознакомительное чтение: 1) Экономика Республики Беларусь. 2) Брест. 3) Когда в Беларуси день независимости? 4) Коляда, масленица, ночь на Ивана Купала – белорусские праздники. 5) Евфросиния Полоцкая.

Языковой материал: лексический минимум; спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be; времена группы Indefinite, Continuous, Perfect и Perfect Continuous действительного залога.

ТЕМА 1.4. Социально-политический портрет Великобритании:

Изучающее чтение: Соединенное Королевство Великобритании и Северной Ирландии.

Ознакомительное чтение: 1) Экономика Соединенного Королевства. 2) Первые люди на территории Англии. 3) Британская кухня. 4) Лондон. 5) Британский музей. 6) Король Артур.

Языковой материал: лексический минимум; времена группы Indefinite, Continuous и Perfect страдательного залога; особенности перевода пассивных конструкций на русский язык.

МОДУЛЬ 2. Профессионального общения.

ТЕМА 2.1. Моя специальность и ее значение в экономическом развитии Республики Беларусь:

Изучающее чтение: 1) Инженерное искусство. 2) Инженеры-механики. 3) Профессия инженера.

Ознакомительное чтение: 1) Машиностроение. 2) Будущее профессии инженера. 3) Обучение будущих инженеров.

Языковой материал: лексический минимум; условные предложения I, II, III, смешанного типов.

ТЕМА 2.2. Пищевая промышленность:

Изучающее чтение: 1) История пищевой промышленности. 2) Пищевая промышленность. 3) Материалы, используемые в машиностроении.

Ознакомительное чтение: 1) Николя Аппер. 2) Выбор материалов. 3) Более качественные металлы важны для технологического прогресса. 4) Обработка материалов.

Языковой материал: лексический минимум; инфинитив, инфинитивные обороты, особенности перевода на русский язык.

ТЕМА 2.3. Машины и аппараты пищевых производств:

Изучающее чтение: 1) Мукомольное оборудование. 2) Хлебопекарное оборудование. 3) Оборудование для производства макаронных изделий. 4) Оборудование для пастеризации молока. 5) Оборудование для производства мороженого. 6) Оборудование для производства масла.

Ознакомительное чтение: 1) Сортировочное оборудование. 2) Печи. 3) Смешивающее оборудование. 4) Теплообменники. 5) Морозильное оборудование. 6) Дозировочно-наполнительные машины.

Языковой материал: лексический минимум; герундий, герундиальные конструкции, особенности перевода на русский язык; причастие I, II; особенности перевода на русский язык.

2.1. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ
для дневной формы получения высшего образования для специальностей:
6-05-0715-07 ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – ТЕХНИЧЕСКАЯ ЭКСПЛУАТАЦИЯ АВТОМОБИЛЕЙ (ПО НАПРАВЛЕНИЯМ))
6-05-0715-07 ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	Новый этап в моей жизни: Изучающее чтение: Студенческая жизнь – новый этап в моей жизни. Ознакомительное чтение: Рабочий день студента. Языковой материал: лексический минимум. Грамматика: имя существительное; артикль; местоимения.			4		8	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.2	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь. Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. Грамматика: имя прилагательное, наречие, степени сравнения; имя числительное.			6		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.3	Республика Беларусь в современном мире: Изучающее чтение: Республика, в			4		10	Фронтальный/ индивидуальный опрос.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	которой я живу. Ознакомительное чтение: Мой родной город. Грамматика: спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be.						Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.4	Социально-политический портрет Великобритании: Изучающее чтение: Что я знаю о стране изучаемого языка. Ознакомительное чтение: 1) Соединенное Королевство. 2) Соединенные Штаты Америки. Грамматика: времена группы Indefinite, Continuous, Perfect и Perfect Continuous действительного залога.			6		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.1	Устройство автомобиля. Двигатель: Изучающее чтение: 1) Дизайн автомобиля. 2) Виды автомобильных двигателей. 3) Устройство и принцип работы двигателя внутреннего сгорания. Ознакомительное чтение: 1) Блок цилиндров. 2) Система безопасности. 3) Автоматическое управление транспортным средством. Грамматика: времена группы Indefinite, Continuous и Perfect страдательного залога; особенности перевода пассивных конструкций на русский язык.			12		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.2	Системы автомобиля:			18		10	Фронтальный/

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Изучающее чтение: 1) Система подачи топлива. 2) Система охлаждения. 3) Система пуска автомобиля. Ознакомительное чтение: 1) Карбюратор. Система впрыска топлива. 2) Радиатор. 3) Аккумулятор. Генератор. 4) Система зажигания. 5) Система смазки двигателя. Грамматика: условные предложения I, II, III, смешанного типов. 2-й семестр						индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.3	Моя специальность и ее значение для экономического развития Республики Беларусь: Изучающее чтение: 1) Профессия инженера. 2) Инженер-механик. Ознакомительное чтение: 1) Умения, необходимые инженеру-механику. Грамматика: модальные глаголы.			6		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.4	Трансмиссия. Ходовая часть автомобиля. Механизмы управления: Изучающее чтение: 1) Трансмиссия. 2) Как работает механическая трансмиссия. 3) Подвеска. 4) Тормозная система. Ознакомительное чтение: 1) Сцепление. 2) Дифференциал. 3) Рулевое управление. 4) Круиз-контроль.			22		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	5) Антиблокировочная система. 6) Автосигнализация. 7) Компьютер в автомобиле. Грамматика: инфинитив; объектный и субъектный инфинитивный обороты; особенности перевода инфинитива на русский язык.						
2.5	Техническое обслуживание и ремонт автомобилей: Изучающее чтение: 1) Диагностирование неисправностей. 2) Подготовка автомобиля к зимним условиям. Ознакомительное чтение: 1) Профилактическое обслуживание. 2) Инструменты и материалы. 3) Оборудование станции технического обслуживания. Грамматика: герундий; герундиальные конструкции; особенности перевода на русский язык.			10		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.6	Автомобили и окружающая среда: Изучающее чтение: 1) Экологически чистые автомобили. Ознакомительное чтение: 1) Как работает автомобиль с системой Ну-wire. 2) Автомобили с близким к нулевому показателем загрязнения окружающей среды. 3) Летающие автомобили. 4) Автомобили: страсть или проблема. Грамматика: причастие I, II; особенности перевода на русский			12		16	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	язык.						

2.2. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

для заочной формы получения высшего образования для специальности:
6-05-0715-07 ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ. Грамматика: имя существительное; артикль; местоимения.			2		28	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.1	Устройство автомобиля. Двигатель: Изучающее чтение: 1) Виды автомобильных двигателей. 2) Устройство и принцип работы двигателя внутреннего сгорания. Грамматика: имя прилагательное,			4		30	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод,

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	наречие, степени сравнения; имя числительное.						ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.2	Системы автомобиля (I): Изучающее чтение: 1) Система подачи топлива. Карбюратор. Система впрыска топлива. 2) Система охлаждения. Ознакомительное чтение: Система смазки двигателя. Грамматика: спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be. 2-й семестр			6		38	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.3	Системы автомобиля (II): Изучающее чтение: 1) Система пуска автомобиля. Ознакомительное чтение: Аккумулятор. Генератор. Система зажигания. Грамматика: времена группы Indefinite, Continuous и Perfect действительного и страдательного залога.			4		30	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.4	Моя специальность и ее значение для экономического развития Республики Беларусь: Изучающее чтение: Профессия инженера. Грамматика: условные предложения I, II, III типов.			2		26	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
							вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.5	Трансмиссия. Ходовая часть автомобиля. Механизмы управления: Изучающее чтение: 1) Как работает механическая трансмиссия. 2) Подвеска. Тормозная система. Ознакомительное чтение: Сцепление. Дифференциал. Грамматика: модальные глаголы; не-ичные формы глагола (инфинитив, герундий, причастие I, II); особенности перевода на русский язык.			6		40	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

2.3. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

для дневной формы получения высшего образования для специальностей: 6-05-0713-04 АВТОМАТИЗАЦИЯ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ И ПРОИЗВОДСТВ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОСТЬ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	Новый этап в моей жизни:			12		12	Фронтальный/

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Изучающее чтение: 1) Студенческая жизнь – новый этап в моей жизни. 2) Почему мы изучаем английский язык? 3) Польза образования. 4) Как справляться со стрессом во время экзаменов. Ознакомительное чтение: 1) Рабочий день студента. 2) Студенческая жизнь в колледже. Грамматика: артикль; имя существительное; имя прилагательное; степени сравнения прилагательных; наречие; степени сравнения наречий.						индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.2	Республика Беларусь в современном мире: Изучающее чтение: 1) Республика, в которой я живу. 2) Экономика Республики Беларусь. Ознакомительное чтение: 1) Давайте поговорим о белорусских обычаях и традициях. 2) Брест. Когда в Беларуси день независимости? 3) Коляда, масленица, ночь на Ивана Купала – белорусские праздники. Грамматика: времена групп Indefinite, Continuous, Perfect и Perfect Continuous действительного залога изъявительного наклонения.			14		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.3	Социально-политический портрет Великобритании: Изучающее чтение: 1) Что я знаю о стране, язык которой я изучаю. 2) Экономика Соединенного Королевства.			10		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод,

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Ознакомительное чтение: 1) Британская кухня. 2) Лондон. 3) Британский музей. Грамматика: образование и употребление страдательного залога; согласование времен; прямая и косвенная речь.						ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.1	Машиностроительная отрасль: Изучающее чтение: 1) Инженерное искусство. 2) Машиностроение. 3) Тенденции в современной машиностроительной отрасли. 4) Организация производства и автоматизация. Ознакомительное чтение: 1) Автоматизированные производственные линии. 2) Цифровой контроль. 3) Измерения. 4) История робототехники. Грамматический материал: модальные глаголы. 2-й семестр			14		14	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.4	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь. Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. 3) Кембридж. 4) Бирмингемский университет. 5) Вулверхэмптонский университет. 6) Ближневосточный технический университет. Грамматика: инфинитив;			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	инфинитивные конструкции; герундий.						
2.2	Материаловедение и технология материалов: Изучающее чтение: 1) Материалы, применяемые в машиностроении. 2) Свойства материалов. 3) Как материалы реагируют на внешние силы. 4) Пластик. 5) Металлы. Металлообработка. 6) Сварка. Виды сварки. 7) Литье металлов. 8) Основы ковки. Грамматика: причастие I и причастие II.			14		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.3	Станки: Изучающее чтение: 1) Резка металлов. 2) Станки. Виды станков. 3) Токарный станок. 4) Фрезерный станок. 5) Факторы, влияющие на обрабатываемость материалов. Ознакомительной чтение: Модульные системы замены инструментов. Грамматика: количественные и порядковые числительные; предлоги.			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.4	Моя специальность и ее значение для экономического развития Республики Беларусь: Изучающее чтение: 1) Профессия инженера. 2) Инженеры-механики. Ознакомительное чтение: Подготовка инженеров будущего. Грамматика: повелительное			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	наклонение; сослагательное наклонение.						составление аннотаций). Беседа по теме.

2.4. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

для дневной формы получения высшего образования для специальностей:
6-05-0714-02 ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)
6-05-0714-02 ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЧЕСКОЕ ОБОРУДОВАНИЕ МАШИНОСТРОИТЕЛЬНОГО ПРОИЗВОДСТВА)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	Новый этап в моей жизни: Изучающее чтение: 1) Студенческая жизнь – новый этап в моей жизни. 2) Почему мы изучаем английский язык? 3) Польза образования. 4) Как справляться со стрессом во время экзаменов. Ознакомительное чтение: 1) Рабочий день студента. 2) Студенческая жизнь в колледже. Грамматика: артикль; имя существительное; имя			12		13	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	прилагательное; степени сравнения прилагательных; наречие; степени сравнения наречий.						
1.2	Республика Беларусь в современном мире: Изучающее чтение: 1) Республика, в которой я живу. 2) Экономика Республики Беларусь. Ознакомительное чтение: 1) Давайте поговорим о белорусских обычаях и традициях. 2) Брест. Когда в Беларуси день независимости? 3) Коляда, масленица, ночь на Ивана Купала – белорусские праздники. Грамматика: времена групп Indefinite, Continuous, Perfect и Perfect Continuous действительного залога изъявительного наклонения.			14		17	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.3	Социально-политический портрет Великобритании: Изучающее чтение: 1) Что я знаю о стране, язык которой я изучаю. 2) Экономика Соединенного Королевства. Ознакомительное чтение: 1) Британская кухня. 2) Лондон. 3) Британский музей. Грамматика: образование и употребление страдательного залога; согласование времен; прямая и косвенная речь.			10		13	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.1	Машиностроительная отрасль: Изучающее чтение: 1) Инженерное искусство. 2) Машиностроение. 3) Тенденции в современной машиностроительной отрасли. 4) Организация производства и			14		17	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод,

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	автоматизация. Ознакомительное чтение: 1) Автоматизированные производственные линии. 2) Цифровой контроль. 3) Измерения. 4) История робототехники. Грамматический материал: модальные глаголы.						ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
	2-й семестр						
1.4	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: БрГТУ в системе высшего образования Республики Беларусь. Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. 3) Кембридж. 4) Бирмингемский университет. 5) Вулверхэмптонский университет. 6) Ближневосточный технический университет. Грамматика: инфинитив; инфинитивные конструкции; герундий.			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.2	Материаловедение и технология материалов: Изучающее чтение: 1) Материалы, применяемые в машиностроении. 2) Свойства материалов. 3) Как материалы реагируют на внешние силы. 4) Пластик. 5) Металлы. Металлообработка. 6) Сварка. Виды сварки. 7) Литье металлов. 8) Основы ковки.			14		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Грамматика: причастие I и причастие II.						аннотаций). Беседа по теме.
2.3	Станки: Изучающее чтение: 1) Резка металлов. 2) Станки. Виды станков. 3) Токарный станок. 4) Фрезерный станок. 5) Факторы, влияющие на обрабатываемость материалов. Ознакомительной чтение: Модульные системы замены инструментов. Грамматика: количественные и порядковые числительные; предлоги.			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.4	Моя специальность и ее значение для экономического развития Республики Беларусь: Изучающее чтение: 1) Профессия инженера. 2) Инженеры-механики. Ознакомительное чтение: Подготовка инженеров будущего. Грамматика: повелительное наклонение; сослагательное наклонение.			12		15	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

2.5. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

для заочной формы получения высшего образования, интегрированного со средним специальным образованием, для специальности

6-05-0714-02 ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: Добро пожаловать в Брестский государственный технический университет. Ознакомительное чтение: Польза образования. Языковой материал: лексический минимум; имя существительное; артикль; местоимения.			4		32	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.1	Машиностроение: Изучающее чтение: 1) Машиностроение. 2) Тенденции в современной машиностроительной промышленности. 3) Материалы, используемые в машиностроении. Ознакомительное чтение: Обработка материалов. Языковой материал: лексический минимум; имя прилагательное, наречие, степени сравнения; имя числительное; спряжение глаго-лов to be, to have в Present, Past, Future Indef-inite; оборот there + to be; времена группы Indefinite, Continuous и Perfect действитель-ного и страдательного залогов.			8		66	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
	2-й семестр						
2.2	Станки и металлообработка: Изучающее чтение: 1) Металлообрабатывающие процессы. 2) Станки. 3) Автоматизация в промышленности.			12		98	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод,

	Ознакомительное чтение: 1) Станки с числовым программным управлением. 2) Модульные системы замены инструментов. Языковой материал: лексический минимум; модальные глаголы; неличные формы глагола (инфинитив, герундий, причастие I, II); особенности перевода на русский язык; условные предложения I, II, III типов.						ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

2.6. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ для дневной формы получения высшего образования для специальности 6-05-0714-04 ТЕХНОЛОГИЧЕСКИЕ МАШИНЫ И ОБОРУДОВАНИЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	1-й семестр						
1.1	Учеба в вузе – новый этап в моей жизни: Изучающее чтение: Студенческая жизнь. Ознакомительное чтение: 1) Почему мы изучаем английский язык? 2) Польза образования. 3) Как справляться со стрессом во время экзаменов. 4) Студенческая жизнь в колледже. 5) Средневековые университетские традиции. Языковой материал: лексический минимум; имя существительное; артикль; местоимения.			16		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.2	БрГТУ в системе высшего образования Республики Беларусь: Изучающее чтение: Добро пожаловать в Брестский государственный технический университет.			18		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод,

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Ознакомительное чтение: 1) Высшее образование в Великобритании. 2) Британские университеты. 3) Оксфорд и Кембридж. 4) Бирмингемский университет. 5) Вулверхэмптонский университет. 6) Ближневосточный технический университет. Языковой материал: лексический минимум; имя прилагательное, наречие, степени сравнения; имя числительное.						ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.3	Республика Беларусь в современном мире: Изучающее чтение: 1) Республика Беларусь. 2) Образование в Республике Беларусь. Ознакомительное чтение: 1) Экономика Республики Беларусь. 2) Брест. 3) Когда в Беларуси день независимости? 4) Коляда, масленица, ночь на Ивана Купала – белорусские праздники. 5) Евфросиния Полоцкая. Языковой материал: лексический минимум; спряжение глаголов to be, to have в Present, Past, Future Indefinite; оборот there + to be; времена группы Indefinite, Continuous, Perfect и Perfect Continuous действительного залога.			16		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
1.4	Социально-политический портрет Великобритании: Изучающее чтение: Соединенное Королевство Великобритании и Северной Ирландии. Ознакомительное			18		10	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод,

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	чтение: 1) Экономика Соединенного Королевства. 2) Первые люди на территории Англии. 3) Британская кухня. 4) Лондон. 5) Британский музей. 6) Король Артур. Языковой материал: лексический минимум; времена группы Indefinite, Continuous и Perfect страдательного залога; особенности перевода пассивных конструкций на русский язык.						ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
	2-й семестр						
2.1	Моя специальность и ее значение в экономическом развитии Республики Беларусь: Изучающее чтение: 1) Инженерное искусство. 2) Инженеры-механики. 3) Профессия инженера. Ознакомительное чтение: 1) Машиностроение. 2) Будущее профессии инженера. 3) Обучение будущих инженеров. Языковой материал: лексический минимум; условные предложения I, II, III, смешанного типов.			16		35	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.
2.2	Пищевая промышленность: Изучающее чтение: 1) История пищевой промышленности. 2) Пищевая промышленность. 3) Материалы, используемые в машиностроении. Ознакомительное чтение: 1) Николя Аппер. 2) Выбор материалов. 3) Более качественные металлы важны для технологического прогресса. 4) Обработка материалов.			18		39	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов самост. работы	Форма контроля знаний
		Лекции	Лабораторные занятия	Практические занятия	Семинарские занятия		
1	2	3	4	5	6	7	8
	Языковой материал: лексический минимум; инфинитив, инфинитивные обороты, особенности перевода на русский язык.						
2.3	3-й семестр Машины и аппараты пищевых производств: Изучающее чтение: 1) Мукомольное оборудование. 2) Хлебопекарное оборудование. 3) Оборудование для производства макаронных изделий. 4) Оборудование для пастеризации молока. 5) Оборудование для производства мороженого. 6) Оборудование для производства масла. Ознакомительное чтение: 1) Сортировочное оборудование. 2) Печи. 3) Смешивающее оборудование. 4) Теплообменники. 5) Морозильное оборудование. 6) Дозировочно-наполнительные машины. Языковой материал: лексический минимум; герундий, герундиальные конструкции, особенности перевода на русский язык; причастие I, II; особенности перевода на русский язык.			34		74	Фронтальный/ индивидуальный опрос. Выполнение упражнений (перевод, ответы на вопросы, реферирование/ составление аннотаций). Беседа по теме.

3. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

3.1. Перечень литературы (учебной, учебно-методической, научной, нормативной, др.).

3.1.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – ТЕХНИЧЕСКАЯ ЭКСПЛУАТАЦИЯ АВТОМОБИЛЕЙ (ПО НАПРАВЛЕНИЯМ))», «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (дневная и заочная формы получения высшего образования):

Основная:

1) Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П. Н. Резько, Н. А. Боровикова ; Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков. – Брест : БрГТУ, 2020. – 105 с.

2) Учебно-методический комплекс по учебной дисциплине «Иностранный язык (английский, немецкий, французский)» для специальности: 1-37 01 07 Автосервис / Брестский государственный технический университет, Кафедра иностранных языков ; сост.: О. Л. Зозуля, Е. В. Копчак, Л. Н. Шпудейко. – Брест : БрГТУ, 2020.

3) Учебно-методический комплекс по учебной дисциплине «Иностранный язык» для специальности (направления специальности): 1-37 01 06 Техническая эксплуатация автомобилей / Брестский государственный технический университет, Кафедра иностранных языков ; сост.: С. В. Венскович, Е. В. Копчак, Л. Н. Шпудейко. – Брест : БрГТУ, 2021.

Дополнительная:

1) Герасимук, А.С. Английский язык для специалистов автосервиса / А.С. Герасимук. – Минск: Вышэйшая школа, 2011. – 166 с.

2) Шевцова, Г.В. Английский язык для специальности «Автомобили и автомобильное хозяйство» / Г.В. Шевцова, О.Г. Лебедева, В.Е. Сумина, С.В. Рождественская. – М.: Издательский центр «Академия», 2011. – 319 с.

3) Хоменко, С.А. Английский язык для студентов технических вузов: Основной курс. В 2 ч. Ч.1.: учеб. пособие / С.А. Хоменко, В.Ф. Скалабан, А.Г. Крупеникова, Е.В. Ушакова; Под общ. ред. С.А. Хоменко, В.Ф. Скалабан. – Мн.: Выш.шк., 2004. – 287 с.

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18) Новый англо-русский словарь / под ред. В.К. Мюллера. – Москва : Русский язык : Медиа, 2011. – 946 с.

3.1.2. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)», «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЧЕСКОЕ ОБОРУДОВАНИЕ МАШИНОСТРОИТЕЛЬНОГО ПРОИЗВОДСТВА)», «АВТОМАТИЗАЦИЯ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ И ПРОИЗВОДСТВ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОСТЬ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ)» (дневная форма получения высшего образования и заочная формы получения высшего образования, интегрированного со средним специальным образованием):

Основная:

1) Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П. Н. Резько, Н. А. Боровикова ; Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков. – Брест : БрГТУ, 2020. – 105 с.

Дополнительная:

1) Бгашев, В. Н. Английский для студентов машиностроительных специальностей: учеб. / В.Н. Бгашев, Е.Ю. Долматовская. – М.: Астрель, 2007. – 280 с.

2) Прокопюк, О. В. Технический перевод (английский язык): сборник текстов для самостоятельной аудиторной работы студентов машиностроительных специальностей / О.В. Прокопюк, И.И. Гайдук, Л.Н. Шпудейко. – Брест: Издательство БрГТУ, 2020. – 36 с.

3) Агабекян, И. П. Английский для технических вузов / И.П. Агабекян, П.И. Коваленко. – Ростов-на-Дону: Феникс, 2006. – 352 с.

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5) Дубровская, С .Г. Английский для технических вузов / С.Г. Дубровская, Т.А. Дубина. – М.: АСВ, 2011. – 369 с.

6) Хведченя, Л. В. Грамматика английского языка : учеб. пособие / Л.В. Хведченя. – Минск: Изд-во Гревцова, 2011. – 480 с.

7) Новик, Д. В. Методические рекомендации по развитию навыков устной речи по английскому языку для студентов 1-2 курсов технических специальностей / Д.В. Новик, И.И. Гайдук. – Брест: Брест. гос. техн. ун-т, 2016. – 34 с.

8) Новик, Д. В. Методические рекомендации по изучающему чтению для студентов специальности ТМ на английском языке / Д.В. Новик, Т.М. Кучинская. – Брест: Брест. гос. техн. ун-т, 2008. – 43 с.

9) Англо-русский словарь по деталям машин, станков и механизмов / под. ред. В.К. Фрибуса, сост. В. Косов. – М. : Спецтехкнига, 2004. – 339 с.

10) Новый англо-русский словарь / под ред. В.К. Мюллера. – Москва : Русский язык : Медиа, 2011. – 946 с.

11) Хоменко, С. А. Английский язык для студентов технических вузов: Основной курс. В 2 ч. Ч.1.: учеб. пособие / С.А. Хоменко, В.Ф. Скалабан, А.Г. Крупеникова, Е.В. Ушакова; Под общ. ред. С.А. Хоменко, В. Ф. Скалабан. – Мн.: Выш.шк., 2004. – 287 с.

12) Хоменко, С.А. Английский язык для студентов технических вузов: Основной курс. В 2 ч. Ч.2.: Учеб. пособие / С.А. Хоменко, В.Ф. Скалабан, А.Г. Крупеникова, Е.В. Ушакова; Под общ. ред. С.А. Хоменко, В.Ф. Скалабан. – Мн.: Выш.шк., 2004. – 287 с.

3.1.3. ДЛЯ СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЧЕСКИЕ МАШИНЫ И ОБОРУДОВАНИЕ» (дневная форма получения высшего образования):

Основная:

1) Резько, П. Н. Modern Communication : учебно-методическое пособие по развитию коммуникативных навыков для студентов неязыковых вузов экономических и технических специальностей / П. Н. Резько, Н. А. Боровикова ; Министерство образования Республики Беларусь, Брестский государственный технический университет, Кафедра иностранных языков. – Брест : БрГТУ, 2020. – 105 с.

Дополнительная:

1) Прокопюк, О.В. Учебно-методическое пособие по чтению аутентичных текстов на английском языке для студентов специальности «Машины и аппараты пищевых производств» : учеб. пособие / О.В. Прокопюк ; УО «Брестский государственный технический университет». – Брест, 2013. – 56 с.

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7) Дубровская, С.Г. Английский язык для технических вузов / С.Г. Дубровская, Т.А. Дубина. – Москва: ИАСВ, 2007. – 369 с.

8) Рахуба, В.И. Практикум по грамматике английского языка : учеб. пособие / В.И. Рахуба ; УО «Брестский государственный технический университет». – Брест, 2008. – 71 с.

9) Англо-русский словарь по деталям машин, станков и механизмов / под. ред. В.К. Фрибуса, сост. В. Косов. – М. : Спецтехкнига, 2004. – 339 с.

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3.2. Перечень средств диагностики результатов учебной деятельности.

Данный модуль является интегральным и обеспечивает промежуточный и итоговый контроль усвоения содержания программы. Он представляет собой обобщение и систематизацию пройденного учебного материала по всем аспектам языка и видам речевой деятельности.

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ осуществляется:

1) по устным темам – в форме монологического высказывания, диалогов, беседы с преподавателем;

2) по текстам – в форме разработанных комплексных заданий, составления аннотаций и рефератов, выборочного письменного перевода;

3) по грамматике – в виде выполнения грамматических упражнений по изученным темам.

ИТОГОВЫЙ КОНТРОЛЬ (дневная форма получения высшего образования):

Зачет выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий.

К дифференцированному зачету допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура дифференцированного зачета:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного (английского) языка на родной со словарём. Объём –1500 печатных знаков. Время выполнения – 45 минут.

2) Реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 1500 печатных знаков. Время подготовки – до 15 минут.

Оценка учебных достижений студентов на дифференцированном зачете по иностранному языку производится по 10-балльной шкале.

К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура экзамена:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного (английского) языка на родной со словарём. Объём –1500 печатных знаков. Время выполнения – 45 минут.

2) Реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 1500 печатных знаков. Время подготовки – до 15 минут.

3) Подготовленное высказывание по одной из изученных устных тем и неподготовленная беседа с преподавателем в рамках данной устной темы.

Устные темы для подготовленного высказывания:

1) Новый этап в моей жизни.

2) БрГТУ в системе высшего образования Республики Беларусь.

3) Республика Беларусь в современном мире.

4) Социально-политический портрет страны изучаемого языка.

5) Моя специальность и её значение в экономическом развитии Республики Беларусь.

Оценка учебных достижений студентов на экзамене по иностранному языку производится по 10-балльной шкале.

ИТОГОВЫЙ КОНТРОЛЬ (заочная форма получения высшего образования и заочная форма получения высшего образования, интегрированного со средним специальным образованием):

Зачет выставляется по результатам выполнения программы текущего семестра: выполнение программы практических аудиторных занятий; сдача текстов профессиональной направленности по внеаудиторному чтению объемом 7,5 тыс. печатных знаков.

К дифференцированному зачету допускаются студенты, выполнившие программу практических аудиторных занятий.

Структура дифференцированного зачета:

1) чтение и письменный перевод оригинального профессионально-ориентированного текста с иностранного (английского) языка на родной со словарём. Объём –1300 печатных знаков. Время выполнения – 45 минут.

2) Реферирование аутентичного или частично адаптированного научно-популярного текста, беседа на иностранном языке по содержанию текста. Объём текста – 1300 печатных знаков. Время подготовки – до 15 минут.

Оценка учебных достижений студентов на дифференцированном зачете по иностранному языку производится по 10-балльной шкале.

К экзамену допускаются студенты, выполнившие программу практических аудиторных занятий и сдавшие тексты по специальности объемом 7,5 тыс. печатных знаков по внеаудиторному чтению.

Структура экзамена:

1) Прочитать фонетически правильно отрывок текста по специальности.

2) С помощью словаря письменно перевести на родной язык текст по специальности объемом 1300 печатных знаков. Время подготовки – 45 минут.

3) Прочитать текст общенаучной тематики объемом 1300 печатных знаков и передать его содержание на иностранном или русском языке. Время подготовки – 20 минут.

Оценка учебных достижений студентов на экзамене по иностранному языку производится по 10-балльной шкале.

КРИТЕРИИ ОЦЕНКИ ОТВЕТОВ СТУДЕНТОВ НА ЭКЗАМЕНЕ И ДИФФЕРЕНЦИРОВАННОМ ЗАЧЕТЕ ПО ИНОСТРАННОМУ ЯЗЫКУ:

1) Письменный перевод текста по специальности:

Баллы:

10 – полный, своевременный, безошибочный, стилистически верный перевод.

9 – полный, своевременный, безошибочный перевод с 1-2 стилистическими погрешностями, не ведущими к искажению смысла.

8 – полный, своевременный перевод с 1-2 лексико-грамматическими ошибками, не ведущими к искажению смысла.

7 – полный, своевременный перевод с 3-4 лексико-грамматическими ошибками, не ведущими к искажению смысла.

6 – полный, своевременный перевод с 5-6 лексико-грамматическими ошибками, не ведущими к искажению смысла.

5 – неполный перевод текста (80%) с 7-8 лексико-грамматическими ошибками.

4 – неполный перевод текста (70%) с 9-10 лексико-грамматическими ошибками к.

3 – неполный перевод текста (60%) с 11-12 лексико-грамматическими ошибками.

2 – неполный перевод текста (50%) с большим количеством лексико-грамматических ошибок.

1 – перевод сделан на уровне отдельных слов и словосочетаний.

2) Передача содержания общенаучного текста на иностранном языке:

Баллы:

10 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде логически четко построенного сообщения.

9 – полное понимание содержания текста с передачей всех деталей смысловых связей в виде недостаточно логически оформленного сообщения.

8 – передача содержания текста с недостаточной полнотой.

7 – передача содержания текста, содержащая 1-2 смысловые неточности.

6 – передача содержания текста, содержащая 3-4 смысловые неточности.

5 – ответ, отражающий содержание текста при наличии пропусков информации (не более 20 %).

4 – ответ, отражающий содержание текста при наличии пропусков информации (не более 30 %).

3 – понимание текста в общих чертах (60 %).

2 – фрагментарное понимание содержания текста и неспособность изложить основную идею.

1 – полное непонимание текста.3) Беседа по изученной устной тематике:

Баллы:

10 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (не менее 25 фраз). Допускаются 1-2 ошибки с самокоррекцией.

9 – логически построенный, четкий, грамматически правильно оформленный, содержащий разнообразный набор лексики ответ (20-25 фраз). Допускаются 2-3 ошибки с самокоррекцией.

8 – высказывания по теме логичны, аргументированы и построены на основе изученного учебного материала (18-20 фраз). Допускаются 3-4 лексико-грамматические ошибки.

7 – речь достаточно разнообразна. Высказывания логичны, однако их построение затрудняется иногда выбором необходимых лексико-грамматических конструкций (не менее 15 фраз). Допускаются 4-5 лексико-грамматические ошибки.

6 – ответ недостаточно полный и аргументированный (10-15 фраз). Допускается 5-6 лексико-грамматических ошибок.

5 – ответ недостаточно полный, требующий дополнительных вопросов со стороны экзаменатора по изученному материалу (8-10 фраз). Допускается 5-6 лексико-грамматических ошибок.

4 – речь на уровне механического высказывания изученного материала по теме (7-8 фраз). Допускается 6-7 лексико-грамматических ошибок.

3 – речь на уровне механического высказывания отдельных предложений. Многочисленные ошибки, затрудняющие понимание смысла высказывания.

2 – речь на уровне отдельных слов и словосочетаний.

1 – неумение и неспособность строить высказывания.

3.3. Методические рекомендации по организации и выполнению самостоятельной работы обучающихся по учебной дисциплине.

Самостоятельная внеаудиторная неуправляемая работа студентов включает следующие виды работ:

1) подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения);

2) использование интернет-сайтов для поиска учебной информации;

3) самостоятельное изучение общенаучной и терминологической лексики;

4) самостоятельное изучение тем, включенных в модуль социально-бытового и социокультурного общения (для заочной формы получения высшего образования и заочной форма получения высшего образования, интегрированного со средним специальным образованием);

5) подготовка докладов на научно-практические конференции;

6) подготовка к зачету, экзамену.

3.3.1. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – ТЕХНИЧЕСКАЯ ЭКСПЛУАТАЦИЯ АВТОМОБИЛЕЙ (ПО НАПРАВЛЕНИЯМ))», «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 116 часов, из них в 1 семестре – 58 ч, во 2 семестре – 58 ч.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет–сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Согласование времен.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет–сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Отглагольное существительное.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.

– Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.

– Прямой и обратный порядок слов в сложном предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.

– Основные словообразовательные модели.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к экзамену.

3.3.2. ДЛЯ СПЕЦИАЛЬНОСТИ «ЭКСПЛУАТАЦИЯ НАЗЕМНЫХ ТРАНСПОРТНЫХ И ТЕХНОЛОГИЧЕСКИХ МАШИН И КОМПЛЕКСОВ (ПРОФИЛИЗАЦИЯ – АВТОСЕРВИС)» (заочная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объёме 192 часов, из них в 1 семестре – 96 ч., во 2 семестре – 96 ч.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет–сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными.

– Числительные: количественные, порядковые, дробные.

5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет–сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Глагол: видовременные формы действительного и страдательного залогов.

– Согласование времен.

– Условные предложения I, II, III типов.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения. Сложное предложение.

– Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Союз. Сочинительные и подчинительные союзы.

– Предлоги места, времени, направления, инструментальности, причинности, совместности.

– Основные словообразовательные модели.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к экзамену.

3.3.3. ДЛЯ СПЕЦИАЛЬНОСТЕЙ «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)», «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЧЕСКОЕ ОБОРУДОВАНИЕ МАШИНОСТРОИТЕЛЬНОГО ПРОИЗВОДСТВА)» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объёме 120 часов, из них в 1 семестре – 60 ч., во 2 семестре – 60 ч.Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет–сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Согласование времен.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет–сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Отглагольное существительное.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.

– Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.

– Прямой и обратный порядок слов в сложном предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.

– Основные словообразовательные модели.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к дифференцированному зачету.

3.3.4. ДЛЯ СПЕЦИАЛЬНОСТИ «АВТОМАТИЗАЦИЯ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ И ПРОИЗВОДСТВ (ПРОФИЛИЗАЦИЯ – ПРОМЫШЛЕННОСТЬ СТРОИТЕЛЬНЫХ МАТЕРИАЛОВ)» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 110 часов, из них в 1 семестре – 50 ч, во 2 семестре – 60 ч.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Согласование времен.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Отглагольное существительное.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.

– Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.

– Прямой и обратный порядок слов в сложном предложении.

– Прямая и косвенная речь.

– Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.

– Основные словообразовательные модели.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к дифференцированному зачету.

3.3.5. ДЛЯ СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ, МЕТАЛЛОРЕЖУЩИЕ СТАНКИ И ИНСТРУМЕНТЫ (ПРОФИЛИЗАЦИЯ – ТЕХНОЛОГИЯ МАШИНОСТРОЕНИЯ)» (заочная форма получения высшего образования, интегрированного со средним специальным образованием):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 196 часов, из них в 1 семестре – 98 ч, во 2 семестре – 98 ч.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными.

– Числительные: количественные, порядковые, дробные.

5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Глагол: видовременные формы действительного и страдательного залогов.

– Согласование времен.

– Условные предложения I, II, III типов.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения. Сложное предложение.

– Неличные формы глагола (инфинитив, герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Союз. Сочинительные и подчинительные союзы.

– Предлоги места, времени, направления, инструментальности, причинности, совместности.

– Основные словообразовательные модели.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к дифференцированному зачету.

3.3.6. ДЛЯ СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЧЕСКИЕ МАШИНЫ И ОБОРУДОВАНИЕ» (дневная форма получения высшего образования):

Самостоятельная работа студентов без контроля преподавателя осуществляется в объеме 188 часов, из них в 1 семестре – 40 ч, во 2 семестре – 74; в 3 семестре – 74 ч.

Самостоятельная работа студентов в 1 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Имя существительное: образование множественного числа и притяжательного падежа существительных. Существительное в функции определения и его перевод на русский язык.

– Местоимения: личные, притяжательные, возвратные, указательные, вопросительные, относительные и союзные, неопределенные, отрицательные, обобщающие. Местоимения it, one как заменители существительного.

– Артикль: определенный и неопределенный. Основные случаи употребления артиклей. Отсутствие артикля.

– Степени сравнения прилагательных и наречий. Сравнительные конструкции с прилагательными. Место прилагательных и наречий в предложении.

– Числительные: количественные, порядковые, дробные.

– Глагол: видовременные формы действительного и страдательного залогов.

– Согласование времен.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к зачету.

Самостоятельная работа студентов во 2 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Глагол: видовременные формы действительного и страдательного залогов. Времена группы Perfect Continuous.

– Согласование времен.

– Условные предложения I, II, III, смешанного типов. Сослагательное наклонение.

– Прямая и косвенная речь.

– Повелительное наклонение.

– Модальные глаголы и их эквиваленты.

– Неличные формы глагола (инфинитив)

– Синтаксис: Простое предложение. Порядок слов. Безличные предложения.

5. Подготовка к дифференцированному зачету.

Самостоятельная работа студентов в 3 семестре включает следующие виды работ:

1. Подготовка домашних заданий (выполнение грамматических упражнений, перевод текстов для изучающего и ознакомительного чтения).

2. Использование интернет-сайтов для поиска учебной информации.

3. Самостоятельное изучение общенаучной и терминологической лексики.

4. Самостоятельное изучение следующих тем по грамматике:

– Неличные формы глагола (герундий, причастие I, II): формы, конструкции, способы перевода на русский язык.

– Отглагольное существительное.

– Союз. Сочинительные и подчинительные союзы.

– Синтаксис: Сложное предложение. Типы придаточных предложений. Союзное и бессоюзное подчинение в придаточных предложениях.

– Предлоги места, времени, направления, инструментальности, причинности, совместности. Предлоги, совпадающие по форме с наречиями. Место предлога в предложении.

– Основные словообразовательные модели.

– Усилительные конструкции.

– Слова-связки.

– Вводные слова и предложения.

– Интернациональные слова.

5. Подготовка к дифференцированному экзамену.

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ПРОТОКОЛ СОГЛАСОВАНИЯ

ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)» С ДРУГИМИ ДИСЦИПЛИНАМИ СПЕЦИАЛЬНОСТИ

Название учебной дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)
Автомобили, Техническая эксплуатация автомобилей, Основы технологии машиностроения	Машиностроения и эксплуатации автомобилей		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Оборудование пищевых производств, Металлорежущие станки	Машиноведения		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023
Автоматизация технологических процессов	Автоматизация технологических процессов и производств		Рассмотрена и рекомендована к утверждению протокол № 10 от 03.05.2023

Содержание учебной программы
согласовано с выпускающей кафедрой

Заведующий выпускающей кафедрой,
кандидат технических наук, доцент С.В. Монтик

Заведующий выпускающей кафедрой,
кандидат технических наук, доцент В.М. Голуб

Заведующий выпускающей кафедрой,
кандидат технических наук, доцент О.Н. Прокопеня

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ
Регистрационный № УД-23-1-016/уч. от 23.06.2023

Иностранный язык (английский)

для специальностей:

6-05-0715-07 Эксплуатация наземных транспортных и технологических машин и комплексов *(профилизация – Техническая эксплуатация автомобилей (по направлениям))*

6-05-0715-07 Эксплуатация наземных транспортных и технологических машин и комплексов *(профилизация – Автосервис)*

6-05-0714-02 Технология машиностроения, металлорежущие станки и инструменты *(профилизация – Технология машиностроения)*

6-05-0714-02 Технология машиностроения, металлорежущие станки и инструменты *(профилизация – Технологическое оборудование машиностроительного производства)*

6-05-0713-04 Автоматизация технологических процессов и производств *(профилизация – Промышленность строительных материалов)*

6-05-0714-04 Технологические машины и оборудование

6-05-0713-04 Автоматизация технологических процессов и производств *(профилизация – Промышленность строительных материалов)*

6-05-0714-04 Технологические машины и оборудование

(дневная форма получения высшего образования)
(заочная форма получения высшего образования)
(заочная форма получения высшего образования, интегрированного со средним специальным образованием)

на 2024-2025 учебный год

№ п/п	Дополнения и изменения	Основание
1.	Для всех специальностей дневной формы получения высшего образования: Внести в п. 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается).	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
2.	Для специальности 6-05-0715-07 Эксплуатация наземных транспортных и технологических машин	Постановление Министерства

№ п/п	Дополнения и изменения	Основание
	и комплексов (профилизация – Автосервис) заочной формы получения высшего образования: Внести в п. 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается).	образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»
3.	Для специальности 6-05-0714-02 Технология машиностроения, металлорежущие станки и инструменты (профилизация – Технология машиностроения) заочной формы получения высшего образования, интегрированного со средним специальным образованием: Внести в п. 3.2 раздела 3 «Информационно-методическая часть» сведения о текущей и промежуточной аттестации (информация прилагается).	Постановление Министерства образования Республики Беларусь от 13.10.2023 № 319 «Правила проведения аттестации студентов, курсантов, слушателей при освоении содержания образовательных программ высшего образования»

Учебная программа пересмотрена и одобрена на заседании кафедры лингвистических дисциплин и межкультурных коммуникаций (протокол №2 от 17 октября 2023 г.).

Заведующий кафедрой,
кандидат филологических наук, доцент _____ В.И.Рахуба

УТВЕРЖДАЮ
Декан машиностроительного факультета
кандидат технических наук, доцент _____ С.Р.Онысько

3.2.6. ДЛЯ СПЕЦИАЛЬНОСТИ «ТЕХНОЛОГИЧЕСКИЕ МАШИНЫ И ОБОРУДОВАНИЕ» (для дневной формы получения высшего образования):

ТЕКУЩАЯ АТТЕСТАЦИЯ проводится в целях периодического контроля и оценки результатов учебной деятельности обучающихся по учебной дисциплине.

Текущая аттестация проводится в виде тестирования (в технической форме через Google Classroom или на бумажном носителе).

Текущая аттестация включает:

– в первом семестре: выполнение двух тестов по темам 1.1-1.4 учебной программы (Тест № 1 – темы 1.1-1.2; Тест № 2 – темы 1.3-1.4);

– во втором семестре: выполнение двух тестов по темам 2.1-2.2 учебной программы (Тест № 3 – тема 2.1; Тест № 4 – тема 2.2);

– в третьем семестре: выполнение двух тестов по теме 2.3 учебной программы (Тест № 5 – тема 2.3 (изучающее чтение); Тест № 6 – тема 2.3 (ознакомительное чтение)).

ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ:

Обучающиеся допускаются к промежуточной аттестации по учебной дисциплине при условии успешного прохождения текущей аттестации, предусмотренной в текущем семестре.

Допуском к сдаче зачета в первом семестре является успешное выполнение 2/3 тестовых заданий (Тест № 1 и Тест № 2).

Допуском к сдаче зачета во втором семестре является успешное выполнение 2/3 тестовых заданий (Тест № 3 и Тест № 4).

Допуском к сдаче экзамена в третьем семестре является успешное выполнение 2/3 тестовых заданий (Тест № 5 и Тест № 6).